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ABSTRACT

The statewide plan for the continuing education of Florida library and media personnel described in this document is intended to increase the ability of those personnel to provide timely, accurate information and efficient library service to Florida citizens. The goals of the plan and its proposed activities are outlined, including the linking of individuals seeking continuing education with existing learning resources and the provision of continuing education opportunities for all levels of library personnel. A two-phase structure for the implementation of the plan is discussed, and the roles and responsibilities of the individuals, institutions, employers, library and media associations, graduate library schools, and other agencies and organizations involved in the plan are delineated. Also provided are outlines of several strategies for the implementation of the plan; a set of reactions to the plan from the library community, including comments by representatives of community colleges, library associations, institutional libraries, graduate library schools, public libraries, and the State Library of Florida; and appendices detailing the current context of continuing education in Florida and the 11 major activity areas involved in plan implementation. (JL)

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A STATEWIDE PLAN FOR CONTINUING EDUCATION FOR FLORIDA LIBRARY AND MEDIA PERSONNEL

by

BARBARA CONROY

and The

CONTINUING EDUCATION STEERING COMMITTEE

OCTOBER 1, 1980

FLORIDA LIBRARY ASSOCIATION

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Note: The draft Plan, "A Call to Action," issued March, 1980, contains more specific details of how this plan would work. It can be borrowed through the interlibrary loan network, the State Library of Florida and the members of the CE Steering Committee.

The Appendices indicated here are not distributed with the final plan. They can be obtained through the interlibrary loan network, the State Library of Florida, the Executive Secretary of Florida Library Association, the Executive Secretary of Florida Association for Media in Education, the President of Special Libraries Association, Florida Chapter and members of the CE Steering Committee.

A STATEWIDE PLAN FOR CONTINUING EDUCATION
FOR FLORIDA LIBRARY AND MEDIA PERSONNEL

EXECUTIVE SUMMARY

Library and media personnel need continuing education to improve their ability to provide timely, accurate and efficient library and information services to Florida citizens. A Steering Committee, representative of the Florida library community, worked with consultant Barbara Conroy to develop this statewide plan for continuing library education. The plan presents the form needed to accommodate the ideas and needs of library personnel throughout the state.

The plan aims to improve competency of library and media personnel and to raise the level of awareness of continuing education (CE) and its importance. Achieving these goals requires three objectives:

1. Linking individuals and groups needing CE with existing learning resources. This requires identifying needs and available resources and providing a clearinghouse to make connections among them.

2. Providing learning opportunities for all levels of library personnel. This includes producing learning activities, encouraging resources to produce CE activities to meet needs and assuring incentives for learners and providers.

3. Assuring a systematic approach to encourage, maintain and support CE for library and media personnel. In addition to defining responsibilities, this will require means to administer the program, to fund it and to provide for evaluation.

Structure, responsibilities and implementation of the CE plan are proposed in two phases: The first phase builds a base of capability and self reliance at the local level that does not now exist. A local, regional and state network of CE information develops through a state level CE coordinator. This person will collect and disseminate CE information through existing channels and build new ones, offer consultant services to groups producing CE, and elicit interest and commitment for support of subsequent phases.

Patterns of communication, coordination and decision-making will emerge during this first phase to indicate what is desirable and feasible in subsequent phases. Later phases extend this cooperative information network into stronger links between those who produce CE and those needing it. At this point, a director, assisted by a council, manages coordination of CE information and produces CE activities not able to be produced locally or regionally.

Suggested roles and responsibilities for each CE component are defined in the plan. The individuals accept and act on the basic responsibility for their own CE including self assessment to help in identifying learning needs, commiting personal resources, assisting others, knowing policies and resources and negotiating with employers. Employers perceive the value and relevance of CE, encourage staff involvement, allocate resources, establish incentives, and formulate policies and standards. Local, regional and/or special interest associations identify member needs, set priorities, collect and disseminate CE information, raise member awareness of importance and availability of CE and produce CE activities.

Statewide library and media associations assure dissemination of CE information, produce learning opportunities, establish CE connection points, and identify CE resources. The State Library encourages cooperation, provides communication links and produces CE to meet needs of statewide scope. Graduate library schools offer CE opportunities, encourage research in relevant areas and adjust courses to fit learner/practitioners. Teacher Education Centers assure media specialist involvement and serve as a local resource base.

Alternative implementation strategies for this plan include: 1) continuation of the present situation (i.e. no CE plan), 2) self-initiated cooperative efforts within local and/or regional areas (i.e. no statewide coordination), 3) launching the first phase of the proposed plan funded by LSCA funding through the State Library, library schools or statewide associations. Legislative authorization and funding for the CE effort is an alternative to LSCA funds whichever implementation strategy is selected.

Appendices to the plan, not included in its general distribution, include an overview of the present CE context in Florida (needs, resources, communications patterns, strengths and barriers to CE) and a proposed implementation plan for launching a statewide effort.

Note: Copies of the plan can be obtained from the State Library of Florida. Copies of Appendices and the draft plan, "A Call to Action", both of which contain extensive detail, can be obtained through interlibrary loan, the State Library of Florida, Florida Library Association (the Executive Secretary), Florida Association for Media in Education (the Executive Secretary), Special Libraries Association (The Florida Chapter President) and members of the CE Steering Committee.

Barbara Conroy
October 1, 1980

DEFINITIONS

The following terms apply throughout this document.

Library personnel: Those whose activities impinge on library and information services. This includes workers at all levels (professional, paraprofessional, support and clerical staff) in library, media and information centers. The term also includes volunteers in various capacities, such as trustees and community advisory boards. Individuals with policy and/or budgetary responsibilities related to the library are included when those responsibilities interface directly with the library.

Staff development: Inhouse training of library and media personnel in on-the-job skills. Staff development is usually sponsored by and/or conducted within the library linking the learning closely with on-the-job application. Typical staff development methods include: orientation, coaching, job rotation. School media specialist's "inservice training" usually consists of some staff development and some continuing education as the terms are used here. Staff development is library based, designed primarily to serve the needs of the organization by improving the abilities of the individuals working in and with it.

Continuing education: Learning opportunities produced and sponsored by an organization other than the library or media center. Continuing education is used by individuals seeking to grow, to deepen skills or to expand veiwpoints. It can be used for career enhancement or job enrichment. Selected continuing education opportunities supplement a library's staff development efforts utilizing expertise not otherwise feasible or available to the library. The extent to which continuing education benefits the individual and the extent to which it benefits the library is a key question that must be determined in each situation by those involved.

Continuing education is not intended to be the equivalent of or a substitute for pre-service education but provides additional learning for practitioners seeking to enhance their knowledge, skills or attitudes. Although this plan does not address the MLS degree seeker, it is recognized that since degree opportunities are of vital interest to many library personnel, those should be separately addressed by appropriate academic bodies. Continuing education is not intended to supplant or compete with degree opportunities but rather to co-exist and, at times, to overlap with them.

Introduction: Planning for Continuing Education

The changing nature of our world makes information's role in that world increasingly urgent and important. Libraries are sometimes affirmed and sometimes challenged as they attempt to meet the information needs of society. The challenge and affirmation both acknowledge that a library's capability to do its job depends substantially on the quality of its human resources, that is, its personnel.

The competence of library personnel depends on up-to-date knowledge, specific skills, sound approaches and appropriate attitudes. Continuing education is essential to enable library personnel to provide timely, accurate and efficient library and information services to Florida citizens. Continuing education plays a vital part in the development of library personnel and of libraries in Florida since it is needed to achieve library change and priority efforts.

The statewide importance of competent library personnel was recognized by the recent Florida Governor's Conference on Library and Information Services (Spring, 1979). Of the 42 resolutions passed there, five explicitly address the need for continuing education to assure the needed level of competence of library personnel, including professional and paraprofessional staff and Boards of Trustees members

However, the perceived need for continuing education is not new. Continuing education (CE) is a part of the 1972 State Library's long range library plan and its subsequent revisions. CE is included in the certification requirements for school media centers and medical libraries. And, CE is a part of faculty/staff development in academic institutions.

Earlier attempts made to approach continuing education on a statewide, coordinated basis were stalled by difficulties and constraints, some of which still exist. Consequently, CE for library and media personnel still consists largely of spontaneous, sporadic and unconnected efforts of individuals, agencies, associations, library school and informal groups. Each of these organizations may evidence their commitment to CE but their efforts vary in accessibility, in quality and in the ability to meet the needs for learning.

The need for a more planned and coordinated approach to continuing education is evident. One of the follow-up actions to the Governor's Conference was an appointed task force charged with the development of a CE plan for all types of Florida libraries. With LSCA funding, the State Library of Florida contracted with the Florida Library Association to "analyze what conditions exist and should exist, and what problems must be solved in providing continuing education opportunities to library personnel in the State of Florida."

The original task force, now designated a Steering Committee, determined how best to meet this responsibility. Consultant Barbara Conroy was selected as designer of the project and the plan to emerge from it. The Steering Committee, a representative body of all types and levels of authority in libraries, advised, guided and directed the progress of the project. They were the prime channel responsible to involve the Florida library community and they served to assure that the best possible effort was made to meet the needs and unique circumstances of Florida.

The project's visibility began with the Fall 1979 FLAME (Florida Library Association and Florida Association for Media in Education) conference. From the initial (November, 1979) meeting of the Steering Committee with the consultant, an outline draft was designed and distributed in December, 1979. This was followed in January and February 1980 by the consultant's trip throughout the state that contacted 500 people in groups and individual interviews to give visibility to the project and the plan and to collect comments and critique.

These comments and ideas were then incorporated into the Draft Plan issued in March. The Steering Committee was then responsible for presenting this to the Florida library community eliciting further critique. The third and final meeting of the Steering Committee with the consultant in mid-July, 1980, served to incorporate the results of these contacts into this final plan. Throughout the project, announcements of the project and invitations to comment and become involved have appeared in library and media information channels.

In developing the plan, the project itself brought to the surface CE needs and resources, gave visibility to existing CE efforts and involved those to be affected by the plan. A significant result of the project, over and above the plan proposed here, is the first comprehensive overview of CE for library personnel in all types of libraries. (See Appendix A) This overview reveals that much CE is already done, much needs to be done better, delivered differently and planned systematically to assure adequate coverage and equity of opportunity. The study has raised many questions, not all of which are answered by this plan. But the plan offers a form for a systematic approach to assure continuing education for library and media personnel.

CONTINUING EDUCATION STEERING COMMITTEE

Shirley Aaron, Associate Professor, School of Library Science, Florida State University, Tallahassee. (FAME)
Wallace Beall, Tallahassee. (library trustees)
Ann Bruce, Librarian, Florida State Hospital, Chattahoochee. (institution libraries)
Lindy Fernandez, District Director, Hillsborough Community College, Tampa. (community colleges, library resource and media centers)
Eloise Groover, Department of Education, School Library Media Services Section, Tallahassee. (school libraries and media centers)
John McCrossan, Chairman, Department of Library, Media and Information Studies, University of South Florida, Tampa. (library education)

Glenn Miller, Orlando Public Library, Orlando. (public libraries)
Jess Mullen, Tampa Public Library, Tampa. (FLA)
Paul C. Parker, Associate Vice Chancelor for Academic Programs, Florida Board of Regents, Tallahassee. (state college and university system)
Barratt Wilkins, State Librarian, State Library of Florida, Tallahassee (state library)
Linda Wyman, REL inc., Corporate Library, Boynton Beach. (Special Libraries Association, Florida Chapter)
Susan S. Whittle, Committee Liaison, State Library of Florida, Tallahassee.

OVERALL GOALS, OBJECTIVES AND ACTIVITIES

The overall goals and objectives of the proposed plan are both ambitious and comprehensive. They serve as guideposts to initiate and implement the plan as they served throughout its development.

GOALS:

1. To enable Florida library personnel, achieve, maintain and enhance their competency to furnish library and information services to Florida residents.
2. To raise the level of awareness of continuing education and its importance to quality library service.

The first goal addresses the prime need, that is, to improve the ability of library personnel* and, thus, the quality of library service. The second goal is supportive of the first, important to assure that the first will be addressed.

OBJECTIVES AND ACTIVITIES:

Results anticipated from implementing this plan:

1. Adequate connection and coordination will link individuals and groups needing continuing education* with existing learning resources.

An effective communication system among Florida agencies, institutions and individuals concerned with CE will offer various opportunities for involvement and will seek to make full use of available resources.

Activities to support and accomplish this objective include:

a. identifying current and future CE needs of library personnel,
b. identifying learning resources available for CE and relevant to the identified CE needs, and

*See definitions

c. connecting CE needs with relevant resources through a clearinghouse function.

2. Learning opportunities will be available for all levels of library personnel.

Increased numbers and improved quality of learning opportunities will offer a wider choice than presently exists. From this array, library personnel will find opportunities to improve personal and professional skills and attitudes, to extend their understanding and knowledge, and to develop work related interests and competencies.

Activities to support and accomplish this objective include:

a. encouraging the availability of learning activities designed to meet identified needs, and

b. producing learning activities designed to meet identified needs, and

c. incorporating valid incentives to motivate learners, employers and CE providers.

3. A systematic approach to continuing education will encourage, maintain and support continuing education for library personnel.

The proposed framework builds a coordinated CE approach with defined and workable roles sharing responsibilities among the various components involved in the plan. The intent of this structure is to assure that CE opportunities exist and can be used by those who need and want them.

Activities to support and accomplish this objective include:

a. defining the principle areas of shared responsibility for CE,

b. establishing a central administration for the plan,

c. identifying financial and other sources of support for CE,

d. providing an evaluative process for the CE effort, and

e. establishing and maintaining connections with district, regional and national CE efforts.

The plan addresses the CE needs of professional degreed librarians, paraprofessional personnel, support staff and Trustees and advisory and policy groups although not each of these groups necessarily in the same way. Skills essential in libraries and media centers include those such as communication, interpersonal relations and problem solving as well as those related to the library field such as cataloging, reference and book selection. This plan addresses both categories within a work related context. "Work related" includes refining a specialty, broadening an overall concept or building a skill as related to present or future job responsibilities. Assuring learning opportunities for all levels of personnel does not require extensive proliferation and duplication of opportunities. Nor does it preclude replication of priority topics in widespread geographic areas.

The true value of learning for library and media personnel is in the degree to which what is learned can be applied in an individual's area of responsibility to increase the effectiveness of the service in that library or media center. Continuing education is the means to this end, not the end itself.

STRUCTURE

The overall structure proposed here is a coordinative one, designed to enable Florida CE components to share responsibilities through a systematic approach to statewide CE. Three major areas must be coordinated: the flow of information about CE (to enable users to know and take advantages of what is available), the production of CE (to provide the CE activities required), and the support of CE (to obtain the funding and support services necessary to maintain the effort).

Implementation of the plan depends on the acceptance of responsibilities in terms of action as well as principle. The ability of each component to meet the responsibilities it accepts also is an important consideration. The roles and responsibilities described in the following section for each of the CE components are, in some cases, affirmations of successful current operations; in other instances they extend or expand what seem to be logical directions. The attempt here is to build within the framework that exists a stronger, more efficient and more useful continuing education system.

The structure, responsibilities and implementation of the CE plan are proposed in two phases. Phase I builds a local, regional and state network of CE information through a CE Coordinator. This period develops a systematic approach giving time for agreement and consensus to form and a time for different groups to work together finding their problem areas and strengths. Patterns of communication, coordination and decision making emerging during this phase allow planning, negotiating and modifying to take place before the Phase II structure is firmly set.

The structure for Phase I has, at its core, a CE Coordinator. This position is primarily to collect and disseminate CE information through existing channels and to build new channels where they do not now exist. Then, using the information collected, the Coordinator brings individuals and groups with like concerns in touch with each other, connecting resources with those who need them, serving as a central place to house and exchange information about planned CE efforts.

The Coordinator also extends consultant services to inexperienced local, regional and state groups wanting to plan and produce their own CE activities. Each of these functions is designed to use information and expertise to improve the capability of local, regional and statewide library and media associations, helping them use the widest possible range of resources to answer local and regional needs at those levels, thus delivering CE near the user.

During Phase I, the Steering Committee provides oversight and planning functions, advising the Coordinator. The Steering Committee must be representative of the perspective of library practitioners, association officials and CE providers and, in addition, represent major geographic regions of the state. Suggested responsibilities for the Steering Committee include:

1. provide avenues for two-way communication between the Coordinator and the library community representing all major perspectives,
2. devise a method which will ensure representation of the interests of specialized groups such as trustees, paraprofessionals, library educators,
3. identify and publicize the rationale for CE to raise the level of awareness statewide,
4. advise on policies, funding levels and sources, organizational modifications needed to assure steady progress toward Phase II efforts, and
5. build strategy to evaluate the overall program annually on the basis of the extent to which communication (information getting and giving) function has been successful. regional programs have been facilitated and goals and objectives of the plan have been implemented.

The commitment and activity of the Steering Committee is an important key to the success of Phase I and the likelihood of Phase II.

Phase I builds a base of local and regional capability and self reliance, enabling each area to define and meet its CE needs to a greater extent than previously possible and to identify and use its resources. The information links encourage cooperative CE ventures, and technical assistance from the CE Coordinator enables CE programming from new provider groups. All this builds a foundation for deeper coordination and cooperation in Phase II.

Phase I leans heavily on informal roles and relationships that already exist, formalizing them to some extent, building links where they do not now exist. This phase is a transitional stage to move from the current uncoordinated context to a more defined structure. As the first phase draws to a close, initial roles and areas of responsibility will be negotiated and redefined for the next phase. Coordination of CE efforts not possible earlier due to the structures and control for different types of libraries might be more feasible. Just as the first phase develops from the present circumstances and structures, subsequent phases will develop from Phase I's results.

Although difficult to predict prior to the developments of Phase I, Phase II is likely to extend the information network and the degree to which various groups work with a central CE person. It is likely that a representative coalition of user and provider groups would evolve around their mutual benefit and commitment. A representative CE Council, if incorporated as a board of directors, could set policies and direction for more formally coordinated CE efforts and could seek and receive funds to manage such a statewide program. It could collect funds from users of services and from public and private sources to support the level of services required. The administration of the statewide program, although locally and regionally active as networks, would still need to be coordinated centrally to some degree in order to meet CE needs throughout the state.

During Phase I and possibly extending into Phase II, suggested responsibilities for the central CE person or office include:

1. compile and expand current listings of CE opportunities available in Florida and the Southeast disseminating the information more widely than is now done,
2. compile and publish list of all local and special interest associations as well as statewide associations,
3. furnish each association and regional group copies of the listing of CE opportunities and resource for distribution to their membership,
4. elicit and house needs assessment information received from groups of consumers or providers that seek to use clearinghouse services, reporting those results annually to the Florida library community,
5. solicit present and potential CE provider listings of opportunities and resources to include in the expanded clearinghouse,
6. compile and maintain current information of funding options applicable to library and media CE,
7. respond to contacts seeking information about needs, learning opportunities and funding possibilities,
8. provide technical assistance to CE program planners or refer them to local resource for on site help with needs assessment, evaluation, educational programming or conference logistics,
9. sponsor semi-annual program planners workshop available also on video tape to prepare CE planners in associations and library schools to do CE programming, including needs assessment and evaluation techniques,
10. build and maintain file of program planning tools,

11. make registry information available for those who want a record of CE participation,
12. compile and issue periodic directory of human, material and financial resources available and relevant to library and media CE,
13. explore the possibility of groups exchanging replicable CE efforts, perhaps taping them for distribution to other areas,
14. negotiate with present and potential providers to fill gaps found through the needs assessments and resource listings,
15. build connections between goups to encourage local CE information dissemination and local production of CE,
16. suggest guidelines and standards to assist CE providers direct their program planning and production to assure quality, and
17. communicate at the state level with governance structures through which public, institution, school and academic libraries serve their clienteles.

This is the overall structure proposed to provide a developmental approach that can assure statewide CE for library personnel. Just as the second phase builds from the results and circumstances of the first phase, that first phase must build from what is currently feasible given the interest and felt need and commitments that can be made to work toward greater coordination of efforts.

This decade will reveal many fast-moving changes that affect libraries. Technology, functions and, most of all, staffing of libraries will be changing. The need for people to learn to accommodate those changes will be intense. If nothing is begun now to provide for learning opportunities, then will be too late.

ROLES AND RESPONSIBILITIES

The basis of this statewide plan is on shared roles and responsibilities rather than an assignment of total responsibility to a single organization. Not only does this approach acknowledge that the benefits are shared but also it serves to make the most of the strengths that exist and to provide bypasses for CE barriers found in the state. (These are described in Appendix A.) Shared responsibilities during Phase I assure broad involvement. During Phase II (and subsequent phases) shared responsibilities diversify the burden of funding and activity. Responsibilities identified for the CE Coordinator/Director are described in the above part. Those responsibilities suggested for the plan's other major components are described here.

Individuals working in and with libraries include the degreed librarian, the paraprofessional, the support and clerical staff and advisory groups involved in policy making and budgetary responsibilities. The individual's role is to accept and act on the basic responsibility for his or her own CE.

The individual is responsible to:

1. understand that learning is lifelong to prevent job obsolescence and to adjust to or prepare for changes of job responsibilities,
2. engage in self-guided reading and study as part of a personal lifelong learning process,
3. engage in self assessment to help identify learning needs based on personal goals and strategies as well as job responsibilities,
4. assist and encourage others to learn, particularly those supervised, through appropriate CE opportunities,
5. share one's learning, and one's skills with others in appropriate ways,
6. maintain membership in relevant library and/or media associations, particularly at local, regional and state levels,
7. increase employer's awareness of the value of CE to the individual's job and the library,
8. become informed about employer policies and resources applicable to CE and staff development and to negotiate for the use of these, and
9. invest a reasonable level of personal energy, time and money in CE and in planning and evaluating CE efforts.

The employer of library and media personnel is the primary decision maker such as the library director, the school district supervisor or the administrator of the agency, institution or company. The role of the employer is to enable library personnel to engage in learning to improve their capability to further the organization's goals. Thus, the needs of the library or media center must be identified and related to the learning needs of the employees.

The administrative perspective is unique. It offers the opportunity (and challenge) to tune the abilities of staff to present and future tasks of the organization. Providing for the learning needs of staff is part of management's personnel responsibility. Internal staff development must be provided for all staff levels and policies and activities that enable staff to learn within the work context are essential. Outside learning opportunities (i.e. CE) must be used to supplement, not to supplant internal staff development.

The employer is responsible to:

1. understand how essential library services at a given level of quality, library changes and new service programs require learning opportunities,

2. encourage and acknowledge staff involvement in learning by making available information, opportunities and resources for all levels of staff and trustees,
3. assure that staff have adequate skills and resources for training others on the staff and job descriptions that specify the requirements for training others on the job,
4. reduce barriers that prevent staff from engaging in learning from CE opportunities such as scheduling, release time, learner leaves, full or partial tuition reimbursement, travel, fees,
5. insure and allocate resources equitably for learning through staff development and CE,
6. formulate policies and standards supportive of job related learning,
7. establish incentives such as promotion and pay considerations to encourage staff to engage in staff development and CE and to keep active records of participation,
8. support the application of job related learning,
9. undertake the basic responsibility for training trustees, including helping them to improve their own abilities in relation to their responsibilities and to understand staff needs for learning,
10. evaluate results of participation in learning in terms of performance of individuals and of library service, and
11. be open to sponsor and assist cooperative CE efforts on a local or regional basis.

Local and/or special interest associations, such as county and regional library and media associations, law library associations or online searcher groups are sensitive and responsive to member needs. They see and meet the unique circumstances in their locale and/or interest area while minimizing time, travel and expenses for participants. CE is congruent with the mission of these groups and, sometimes, is central to their purpose. Often their membership includes all levels of library personnel. Members generally consider associations a viable means to become informed, solve job challenges and exchange ideas with colleagues. Even so, not many library personnel have not joined associations.

Associations are responsible to:
1. identify member/area needs and set priorities,
2. identify local CE resources,
3. name local coordinator of CE information liaison with other associations and with the CE Coordinator,
4. draw CE program plans annually and forward to CE Coordinator,
5. disseminate information from CE Coordinator,
6. establish and maintain connection with CE Coordinator,
7. raise member awareness of importance and availability of CE, and

8. facilitate, by sponsorship or co-sponsorship, delivery of CE at the local level.

Statewide library and media associations have long furnished links and leadership within the library community. Active involvement in CE has long been an association strength, hindered at times with a lack of CE information and skills that can be used by the association.

Statewide library and media associations are responsible to:

1. identify priorities among member CE needs,
2. forward annual plans for association CE program to CE Coordinator,
3. identify CE resources known and used and share resource information with CE Coordinator,
4. assure that existing association communication channels disseminate CE information including a focus on raising the awareness of CE and its benefits,
5. produce and sponsor or co-sponsor CE activities including conference time to CE efforts,
6. commit a percentage of association funds to CE purposes,
7. establish or adopt standards and guidelines for the association's CE efforts,
8. establish a CE liaison for information exchange with other associations and groups, including related national level groups, and
9. actively work to develop the later phases of the statewide CE program.

The State Library of Florida, although not mandated with a responsibility for libraries other than public and institution libraries, has long recognized and accepted coordinative and leadership functions within the Florida library community. Its state level governmental position enables connections with like agencies responsible for other types of libraries and assures its continued existence even though its funding levels vary and its priorities are numerous.

The State Library is responsible to:

1. encourage cooperation among all types of libraries in working toward improved CE opportunities,
2. provide a Clearinghouse function for individuals and groups interested and active in CE through the Phase I Coordinator position,
3. earmark a portion of its own funds for filling specialized CE needs of statewide scope,
4. maintain files on potential CE funding sources for information and referral,

5. press for additional budget monies to provide CE for all library personnel in Florida comparable to the inservice training opportunities now available for media personel in school media centers,
6. provide consulting and technical assistance to CE program planners both through the CE Coordinator and through field consultants,
7. establish guidelines to assist CE providers direct their program planning and production to assure quality,
8. maintain connections with state and national associations involved in CE, and
9. explore current and future technologies as new means to disseminate CE to library personnel.

Graduate Library schools, long an essential component of preservice education, have a role in CE that will provide benefits to the users of CE and to the schools themselves as they relate more closely to the workday library and media world.

Library schools are responsible to:

1. declare the nature of their CE commitment and how they plan to meet it,
2. coordinate the efforts of the two schools to best serve the state,
3. alert students to the importance of CE as a professional obligation and what resources exist to do that,
4. prepare students to do on-the-job training as an element of personnel management,
5. prepare CE plans annually including enrollment procedures, eligibility and course listings,
6. adjust course packaging to better fit the learner practitioner in terms of needs, styles of learning and scheduling,
7. expand course offerings to new locations and incorporate qualified exceptional practitioners as instructors,
8. encourage faculty research areas and student study projects to focus on CE topics such as needs assessments, evaluative studies, surveys of resources,
9. cooperate with other groups in co-sponsoring CE efforts and furnishing resources for CE,
10. continue and expand workshops that bring new trends and techniques in librarianship to various areas in the state,
11. ease enrollment requirements to allow practitioner access through "special students" categories,

12. provide access to scholarship funds for those seeking CE,
13. explore possibilities and new formats such as the "open college" concept to meet CE needs,
14. promote course and other CE opportunities through The CE News and the Clearinghouse,
15. contribute faculty time to assist CE efforts in planning producing or evaluating functions, and
16. designate a CE liaison responsible for exchange of CE imformation.

Teacher Education Centers (TEC) administer the inservice training to serve public school media center personnel. A number of procedures would make these opportunities more broad, however.

Teacher Education Centers are responsible to:

1. publicize TEC opportunities through the clearinghouse,
2. select courses of interest and value to media specialists and other media center personnel,
3. distribute information on how a learning opportunity is approved for inservice points,
4. assure that media specialists actively serve on masterplan committees,
5. open available facilities for CE activities sponsored by other library and media groups,
6. open TEC approved courses to interested individuals outside the school system,
7. distribute information about CE opportunities to all media center personnel, and
8. encourage the TEC director to work with local library or media association as resource person for educational programming assistance.

The Department of Education's Division of Universities can encourage FSU and USF to meet CE needs of more geographic areas in the state through more adequate staffing and funding of the graduate library schools. If enrollments increase in existing programs and if new areas request CE opportunities, this maybe justified. The role of the Division of Community Colleges is to plan jointly with representatives of the library community to set up CE courses and workshops, some with co-sponsorship, to meet current needs of library and media personnel. In areas where basic skill courses become popular and successful, library media technical assistant (LMTA) programs can be considered.

The responsibilities of both these divisions are to:

1. make available CE units and/or offices on-campus to work with local library or media associations as resource persons for educational programing,

2. assure access to available funding that would lend itself to CE (such as community instruction funds, special prupose funds), and
3. fund staff and program development fund proposals that develop CE opportunities for library personnel in various regions of Florida.

Proprietary organizations and vendors such as producers of audio-visual training materials and training and development professionals will become more significant and responsive providers once the library and media personnel training market becomes more cohesive and the needs are more clearly identified. For-profit organizations generally are experts at packaging and marketing learning programs using faculty or practitioners to develop content. Then, in turn, they sell their programs to libraries and to library and media associations and to educational institutions.

The roles and responsibilities defined here will require modification as decision-makers discover what is possible, relate that to what is needed, and negotiate. Phase I will be the transitional stage during which most roles and responsibilities are worked out. If CE is equally valued and feasible, subsequent phases of the statewide CE effort will be possible.

IMPLEMENTATION POSSIBILITIES

The plan itself is designed to recognize and accommodate existing barriers such as the different governance, incentive, and funding patterns for various types of libraries and CE providers, the geographic and demographic characteristics of Florida and the diverse wants and needs of library personnel. The assumption that library personnel throughout the state want CE opportunities and feel them beneficial still seems accurate. This project, and perhaps the proposed plan itself, however has surfaced barriers not originally anticipated.

Major barriers have been presented that condition the acceptance and endorsement of this proposed plan. The first is that despite interest and support for the concept of continuing education, there is hesitation about committing specific amounts of association, institutional or personal funds to a project not under local control. Fear that a new state bureaucracy would be developed with funds that could be put to better use in local efforts may underlie this hesitation. Economic conditions dictating general financial retrenchment may also be a factor. Another barrier is that without commitment to financial support for continuation of a CE effort coordinated at the state level in later phases, possibilities for Phase I funding seem less likely.

Nonetheless, three alternatives are now seen as possible for continuing library education in Florida:

Alternative A - Continuation of the present situation with CE needs defined and activities planned by individuals focused on a particular interest.

This is, in effect, no plan. Appendix A describes the present CE situation.

Alternative B - Self-initiated cooperative efforts within local and/or regional areas.

The success of this alternative relies on increased initiative to engage in cooperative ventures and to share information. The initiative would, most likely, be sparked by associations and interested individuals though only limited cooperation of this nature has occurred to date. A widespread grassroots effort may grow or the initial effort may wane.

This alternative offers advantages of being a low budget operation and local control together with short travel distances for those who wish to take advantage of the activities offered. The disadvantages include the limited resource base (resources of information, funding and expertise), questionable followthrough ability due to assumed rather than assigned responsibilities, limited incorporation of new ideas, inefficiency due to the absence of communication among regional groups resulting in duplication of efforts and unshared resources, inadequate CE opportunities in regions without large population centers and strong local and regional associations, and low prospects of instituting change providing for future cohesion and cooperation among all types of libraries.

Alternative C - Launching Phase I of the proposed plan to work toward Phase II's shared commitment.

The only sizable discretionary funds identified that could be spent on continuing library education are those of LSCA administered by the State Library of Florida. No other single major source is now apparent. If these funds were available for implementing Phase I of the proposed plan, they might be administered in any of the following ways:

1. The State Library might house the CE Coordinator as described in the Structure section. This possibility would offer the following advantages: experience with coordinative and statewide functions, existing communication links throughout the state and with all types of libraries, interface with key state decision-making structures, consistent life and staffing, adequate physical facilities already available, credibility and acceptance with most library groups as an effective agency. The disadvantages are seen as: reallocation of some LSCA funding

priorities, location of the State Library in the northern part of the state. The commitment of the State Library is contingent on evidenced interest and commitments from others regarding implementation of the plan, particularly during Phase II.

Or, LSCA funds could go to other organizations, some of which might offer substantial in-kind contributions:

2. One or both graduate library schools (Florida State University or University of South Florida) might house the Coordinator/Clearinghouse. It is unlikely at the present time that this could be a joint venture. USF offers the advantage of being in central Florida and FSU the advantage of being in the capital city. A major advantage of a library school location is that library schools are already involved in degree oriented library education. Disadvantages include: lack of widespread links with practitioners in the field, orientation with formal learning opportunities, limited communication and space facilities, lack of experience with statewide efforts. A question raised by the placement of the Coordinator and Clearinghouse in a graduate library school is that it would offer that school an unfair competitive advantage.

3. A statewide association (Florida Library Association, Florida Association for Media in Education) might house a Coordinator and Clearinghouse in conjunction with an Executive Secretary. The major advantage is an association's statewide membership and perspective together with direct membership control. An association might also be able to elicit and receive additional commited funds. Disadvantages include: the voluntary and uncertain administration and priorities of associations, focus on either a single or a few types of libraries, limited financial base, lack of physical and communication facilities and the low percentage of library personnel who are members of an association.

4. A consortium of library associations might administer a Coordinator and Clearinghouse. The major advantage is that a consortium could include all types of libraries. The major disadvantage is that such a consortium must be assembled, formed before the effort could proceed offering CE opportunities, limited statewide vision needed for planning, lack of expressed interest, and the need for this to be an action and working group rather than a status group.

A disadvantage to each of the choices in Alternative C is the use of LSCA funds which must be funneled from other purposes and priorities in order to be applied to continuing education. A different funding strategy would be to seek legislated authorization and funding for the CE effort wherever it might be housed and however it might be administered. This effort would require widespread support, ample justification and skillful leadership to mount such an effort.

Although these alternatives and, indeed, this plan itself address a statewide approach, the structure and components presented here can be adapted for regional and, perhaps, local areas. Several indications received by those involved in this project point to a heightened awareness and a new focus on what can and should be done -- as well as a new view of what is possible and preferable to do for the future. Strong individual initiative can substitute for structure. For those interested in keeping elements of this plan alive and furthering efforts to provide local, regional or statewide CE for library personnel in all types of libraries, this plan may provide incentive and direction. Implementation, at this point, requires self-initiated efforts to cooperate and coordinate in producing learning opportunities and in sharing information about available CE. These efforts, of course, can be done at any level - local, regional or statewide.

REACTIONS OF THE LIBRARY COMMUNITY TO THE CONTINUING EDUCATION PLAN

Community Colleges - Miss Euraisa Fernandez, representative

I feel that the subject of in-service is important and the decision for a statewide plan was an indication of a sincere effort to address this need.

Barbara Conroy's final text is excellent. I feel she was able to grasp what we have and what can be done. It clearly outlines needs and methods of meeting those needs in various stages. The problem is what now? Although there has not been time enough for reaction, the indication is a lack of faith in who will assume leadership in implementation.

The need seems to be for a "plan" outlining how the plan will be put into action, including responsibility of a specific group, or groups, by districts, statewide or otherwise.

Florida Association for Media in Education - Dr. Shirley Aaron, representative

The written response from FAME board members to the C.E. plan was very limited. However, no board meeting has taken place since the plan was distributed to these people. For this reason it is difficult to gauge the reaction. From past actions of the FAME board I believe they have a very strong commitment to providing top quality C.E. activities for their members. This has been demonstrated recently by the increased emphasis placed on extending C.E. activities through the efforts of the FAME Continuing Education Committee.

Florida Library Association - Mr. Jess Mullen, representative

The Florida Library Association wishes to thank the State Library of Florida for its significant role in guiding the Statewide Plan for Continuing Education for Florida Library and Media Personnel.

Although the Plan was not able to go as far as had been hoped, it will definitely serve as the pioneering effort to consolidate statewide efforts for the betterment of library staffs and, in turn, better service to their respective publics. The plan shows the importance of the role played by the individual himself and it is from the organizational bases that fruition of the Plan will, in time, come.

The Florida Library Association will attempt to work towards the specific goals/roles and responsibilities set forth for statewide library and media associations. Exactly how soon all these responsibilities will be met is dependent upon the leadership of the organization.

Through an upcoming conference, C.E. is to be the focus of the Florida Library Association's planning and it is assumed these efforts will stimulate a much fuller awareness of the scope of C.E.

Also, through creation of an ad hoc Committee on Goals and Objectives, long range planning of the Florida Library Association will emphasize the commitment to Continuing Education.

Institutional Libraries - Mrs. Ann Bruce, representative

The most important constraints I have noticed as a member of the Steering Committee during the development of the Statewide Plan for Continuing Education have been the difficulty of spreading the word about the plan to a large number of people and the fragmentation and lack of commitment to support the plan from those people, associations, organizations and others who have learned about the plan.

During mid-July, Susan Whittle and I spoke to a group of librarians participating in a course offered by the Florida State University Library School entitled "Update In School and Public Library Operations", which was designed to reach practicing librarians over a series of several weekends. Almost none of the people enrolled knew anything at all about the development of the plan, despite the variety of mechanisms which have been used for publicity. Most of these librarians were very enthusiastic about the structure of the plan when it was explained to them and verified their need for continuing education. Most of this group were not members of a professional association.

This emphasized in a special way the fact that only a small percentage of librarians belong to professional associations in Florida. To me the leadership of FAME and FLA should be looking at the low percentage of membership and questioning whether this would increase if membership entitled one to access to a truly broad, responsive and systematic approach for providing a wide range of continuing education opportunities such as what would be offered by the suggested structure of the Statewide Plan for Continuing Education that is now under consideration. It would seem that the prime goal of associations should be continuing education and I would expect them to be prime movers and supporters for the best possible way of making continuing education available to our profession at large in Florida.

In regard to the institutional librarians, the group which I have represented on the committee, I have not been overwhelmed with support and interest in the plan. However, during the time in which the plan was being developed, institutional librarians have organized their own caucus within FLA. I anticipate that the Institutional Library Caucus will have the Statewide Plan on the agenda for its first business and program meetings. Hopefully it will reach a consensus of opinion regarding some support or commitment to the Statewide Plan. This consensus will in turn be shared with officers and others within FLA, as well as with the State Library. We as a group, as well as individuals, have much to gain from the plan since library schools do very little to address the particular needs of institutional librarians and we often walk in "cold" to a library environment that our education has not taught us about at all.

I believe the process of developing the Statewide Plan for Continuing Education has in itself generated an increased awareness of the need for continuing education. Many of the suggested Roles and Responsibilities as contained in that section of the plan could be implemented now without special funding simply by wide dissemination of the plan, careful consideration of its ideas and the willingness of people to increase their involvement in continuing education. However, unless clear and overwhelming support is demonstrated for the implementation of the plan by those who can provide financial and other means of support in the future, I doubt it will ever be implemented as envisioned at this time. To me, this will be a great loss to the library community in Florida.

Library Education - Dr. John McCrossan, representative

There are many ways in which library education programs can contribute to the continuing education needs of librarians in Florida. Both formal courses and special workshops and programs offered by the two ALA-accredited library schools as well as unaccredited library science programs are very useful to the profession.

Many regular library science courses have continuing education value for professionals who already have the Master's degree in library science. In recent years the library schools have initiated various new courses which graduates have not had. These courses cover a variety of areas: automation, service to special groups, administration, etc. Many graduates would find some such regular courses useful.

Both ALA-accredited library schools have one-year sixth-year specialist programs beyond the Master's degree. While the Master's degree program as the initial program must be largely general, the sixth-year program provides professionals with an opportunity to specialize in a variety of aspects of library and information services and management. One of the accredited schools has a doctoral program which is very useful for professionals who are thinking of moving into library education or other areas where a doctorate in library science is required or desirable. The other accredited school does not have a doctoral program of its own but cooperates with the university's College of Education in providing offerings for professionals who find a doctorate in education useful, e.g., school media or community college librarians.

Library schools can also provide a great service by providing short courses or workshops in concentrated time periods. For example, a short course might meet all day Friday, Saturday, and part of Sunday for one or two weekends. Such courses could be either for credit or non-credit. Since many professionals find it difficult or impossible to attend a class once or twice a week, the short course or workshop in concentrated time periods is very advantageous. While not all courses can be taught in concentrated time periods, many can.

Traditionally, university regulations have made it difficult for continuing education students, those who are not regularly enrolled in degree programs, to register for classes. In Florida, however, it is very easy. Anyone can register for any class as a special student on a space available basis, except for certain courses which are restricted to degree seekers. Therefore, library professionals need only to find out which courses are being offered and to register for those in which they are interested.

Publicity about continuing education opportunities offered by library schools is a problem. Quite frequently a librarian will indicate that he/she would like to have taken such a course or workshop but did not know about it until it was over. Although library schools can do some publicity, more is needed, such as that done by the State Library. It is to be hoped that assistance will be provided in this area by the statewide program.

Another area in which the statewide program could assist library education is by identifying specific needs of the profession which could be met by library schools. How many librarians would take which particular courses or workshops if library schools provide them? What is the best location for such offerings?

John McCrossan continued --

In these days of very tight university budgets it is essential that a sufficient number of students register for a given course. Otherwise, the course will usually need to be cancelled. Therefore, the library profession will have to support the continuing education efforts of the library schools by taking courses offered. Library administrators can help by encouraging their staff to take courses.

Library schools should take a leadership role in providing for the continuing education needs of librarians. Working together with the library profession, they can make a valuable contribution to professional continuing education needs.

Library Education - Dr. Paul C. Parker, representative

The reactions to any sort of state level superstructure for coordinating continuing education is widely frowned upon. The librarians believe that there may be a need for better local and regional communication of already available continuing education programs being offered by the universities. They think that there is a need for the SUS to put more money into incentive programs to encourage librarians to take professional leave for growth and development purposes. In other words, I think the collective SUS opinion is that we need to do a better job of informing librarians of the opportunities which already exist and provide funds to help individual librarians participate in such activities. We do not need a state level bureaucracy to reach these objectives.

Public Libraries - Mr. Glenn Miller, representative

That the C.E. proposal was going to be in difficulty became apparent to me about midway in the planning process. A diverse group of local library directors here expressed general objections related to unwarranted and excessive agencies whose net results are questionable and whose processes are frustrating. This attitude was solidified by my meeting with the directors of the large public libraries. These folks clearly are opposed to implementing the plan as proposed and certainly are not inclined to recommend funding commitments from local funds. They believe that C.E. as proposed is unrealistic.

For myself, I think it should be shelved. Without enthusiastic support of employers, any such plan would be doomed.

School Media Center - Ms. Eloise Goover, representative

The Florida State Plan for Continuing Library Education as proposed by Barbara Conroy has a number of noteworthy features. Coordination of programs now being offered through various delivery systems is one aspect that is especially commendable. At the present time, Florida has a state program, legislatively mandated and supported, that provides continuing education (inservice training)

Eloise Groover continued --

for school library media specialists through coordinated endeavors involving Teacher Education Centers, district school systems, and universities. Improvement of the existing system through programs designed to accomodate specific needs of media specialists seems to be more appropriate and feasible than the establishment of another delivery system.

Special Libraries - Ms. Linda Wyman, representative

The Florida Chapter, Special Libraries Association, supports this Plan and the concept of a coordinated state-wide continuing education effort. Although its financial contribution to the support of such a program would be minimal due to the size of its treasury and membership, the Chapter will continue to produce quality continuing education programs for its members. The Chapter is also eager to cooperate with other C.E. providers in the production of programs of interest to librarians throughout the state.

Many members of the South Florida Library community felt that MLS degree programs and staff development should be addressed at the local and regional levels by the State Library.

Personally, I feel that this is an excellent plan which can work in Florida. In order to implement it, library personnel throughout the state must work individually and through their library associations to convince the State Library (as a funding body) that the Plan will be supported both financially and intellectually until its goals have been reached.

State Library of Florida - Mr. Barratt Wilkins, representative

A priority of the 1978 Florida Governor's Conference on Library and Information Services recommended that the State Library provide a statewide plan for continuing education of library personnel. This plan has now been developed and it involved input from the entire library community. It is an excellent plan and provides a roadmap for future continuing education activities in Florida.

While the State Library has received some interest in further continuing education activities for library personnel, the substantial personal and collegiate commitments for implementing the plan have not been forthcoming. As continuing education often involves an individual commitment, the State Library cannot, with limited resources, meet these individual needs. Thus, it is the responsiblitiy of the entire library community, if they believe in continuing library education, to provide the resources.

The State Library can be characterized as a litmus of statewide library leadership and the litmus has not yet changed color. This will depend on you, both individually and collectively.

Trustee - Public Library - Ms. Wallace H. Beall, representative

The Continuing Education Plan that has evolved after two years of research has many strengths. The one which I feel addresses the trustee sector is its flexibility.

Each trustee, at the outset of his term, determines the extent of his commitment to his trustee role. He recognizes that his is a volunteer position and that the time involved in his duties as trustee must somehow be dovetailed into his other commitments: family, career, civic interests, etc.

Yet to be a viable asset to his Library Board he recognizes the need to be an informed member.

Through this plan, the various sources of information will be made known to him, and yet his involvement in the educational process will be based on his own choice.

The lack of mandatory educational programs does not mean that the need for education is less. It means that as adults who accept such civic responsibility we know and will act on our need to be informed!

This action on the part of Trustees should not be based on the library director's willingness to have an informed board, but, rather, on the strong conviction of the community volunteer to do his responsible best in fulfilling the job which he accepted.

APPENDICES TO A STATEWIDE PLAN FOR CONTINUING EDUCATIN FOR LIBRARY AND MEDIA PERSONNEL

by

Barbara Conroy

with the
Continuing Education Steering Committee

October 1, 1980

A STATEWIDE PLAN FOR CONTINUING EDUCATION FOR FLORIDA LIBRARY AND MEDIA PERSONNEL

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APPENDIX A: OVERVIEW OF THE CURRENT CE CONTEXT

This brief description of the current CE picture for Florida library and media personnel sets the context and identifies the circumstances the plan seeks to address. This section is a capsule review of the general CE needs and resources, the strengths found in today's library community in relation to learning and some of the barriers, constraints and problems that affect learning opportunities. Here the known constraints and goals of involved organizations are considered as well as the expressed wishes and needs of the Florida library community. In addition, profiles of user groups for whom CE is provided are drawn. This part also describes the connections and communications among the significant elements in the CE picture. Together, these elements make up the present framework from which a plan must evolve.

Needs: Needs assessment is vital to CE planning and often the success of CE efforts depends on the degree that an activity meets the perceived need. Specifically, this project does not include a needs assessment although it does address that process in the plan proposed. A recent CE needs assessment survey was completed by Florida Library Association's Ad Hoc Committee on Continuing Education with its results issued August, 1978. The Committee tailored questionnaires to each group and gathered data in 1977 and 1978 on the basis of random 30% samples of five kinds of libraries: public (192), school (250), academic (195), special (50) and institution (15). Response rate was about 60%. Paraprofessional personnel and trustees were not surveyed. The survey "was designed for preliminary use only and should be viewed as such. Follow-up surveys for more specific needs are desirable in any major continuing education planning". (Survey Introduction)

The survey does, however, offer useful guidance to this statewide plan and to others responsible for planning to meet learning needs of specific groups for, in addition to indicating prime areas of need and interest, it identifies the formats preferred and other data. The results reveal a collective picture of respondents in terms of their education, experience, job responsibilities and incentives. This survey and its results do not seem to be widely known.

The results of the Florida Library Association (FLA) study were, in most instances, confirmed by the Steering Committee members and the informal input gathered during January and Fedruary, 1980. In general, topics are very diverse with some needs common to various geographic areas and types of libraries and media centers, others unique. The levels of need vary with some seeking introductory awareness, others wanting basic skills training and still others interested in advanced depth. A major need not revealed by the survey but strongly emphasized in the input to the statewide planning is the need for information about existing CE, felt by some to be almost more important than the need for additional CE activities.

No other formal needs assessments have been found in the course of this project. Mostly, informal means of assessing needs prevail: individuals view their performance in relation to their job responsibilities; supervisors assist staff (and themselves) to accommodate staffing changes, new technology, and organizational development; committees and caucuses of the library and media associations "sense" member needs; library schools and the state library observe and respond to requests and demands they receive as well as to react to their organizational missions. Once needs are identified, internal staff development efforts are moved into place or, when that is not feasible, CE opportunities outside the library are sought. Participation, then, depends on personal and organizational constraints such as the required time, travel, funds and schedule.

Once the desired CE topic and format are available at the appropriate level of learning sought, certain criteria are then "needed" in order to make a decision to take advantage of a specific CE opportunity. Important criteria indicated as essential during the January-February input, though not so strongly brought out by the FLA survey, were the following:

local access and delivery,

sufficient advance information to enable knowledgable selection,

practical, closely correlated with type and level of job responsibilities,

quality learning experience with expertise in topic and delivery method, and

short term activity at nominal cost.

Opportunities that do not meet these specifications are less likely to be selected and attended, even though they may meet the indicated "need", because of ease and convenience and the amount of personal and work time and funds able to be committed.

More specific needs for CE are indicated in later sections of this part, primarily under the various types of libraries and media centers.

Resources: Resources most often thought of are specific CE events and activities in the most frequently offered formats, such as workshops, conferences or courses. However, correspondence (i.e. home-study) courses, library literature, audio or audiovisual materials and information packets are also produced, sometimes in conjunction with workshops and conferences, and become helpful learning resources. In addition, other resources become helpful or essential supports to learning: equipment and facilities, technical assistance for educational programming and conference management, personnel to serve as speakers and panelists, and the use of channels for disseminating information, such as telecommunications facilities and mailing lists. No overall inventory of these resources exists. One of the results of this project is to surface some of these major resources so they might be more visible and, thus, more systematically used by CE planners throughout the state. More specific resources are indicated through this Part in various sections. The plan, further, addresses the need for a comprehensive resources inventory and establishes a mechanism to do that.

Those seeking opportunities to learn the personal and professional knowledge and skills needed on the job can either tap the internal staff development resources in their own library or media center or, failing that, use the CE opportunities offered externally. For some, this may mean time and travel to a nationally sponsored conference or workshop, course work at a distant college or university or a self-designed learning project. This project asserts that each of these are viable, valuable ways to learn what one wants to learn. The prime focus here, however, is on those CE resources available within the state.

Presently, in Florida, CE opportunities (that is, learning opportunities outside the library or media center itself) are mostly provided by:

- inservice programs within school districts
- the State Library of Florida
- library and media associations at local, state, regional and national levels
- colleges and universities, including library schools
- Florida state and local agencies.

Each of these providers seeks, first of all, to address the needs and interests of its prime constituents and to meet the provisions of its organizational mission. Continuing education is often used as a means to reach other organizational objectives. Each provider has independent policies and procedures, commitments and requirements based on its structure, leadership and funding sources. Occasionally, cooperative efforts bring together two or more providers and blend constituent groups.

A list of resources identified informally through this year-long project will be forwarded to the Florida Library Association and the State Library before the end of the project. Such a list, together with other information held by each organization can form the core of the resource inventory mentioned above and in Part VI.

Profiles: Significant components of the current CE context are the CE participants (i.e. the learners) and the providers of CE opportunities. From present and potential learners come the needs around which CE is planned and produced. The CE providers, in turn, direct available resources to responding to learning needs of individual library and media personnel and of libraries and media centers as organizations. Each librarian, media specialist, paraprofessional, support staff member or trustee performs his/her responsibilities within an organizational setting, just as does each CE provider. Organizational circumstances (structure, decision-makers, scope) may enable or hinder CE involvement. In this section, profiles of each type of library and of the major providers of CE and drawn as essential parts of the Florida library picture being addressed by this plan.

Library Profile: School Media Centers. Elementary and secondary media centers are the responsibility of the local school district with state coordination and direction through the district media supervisor. General policy formulation statewide is determined by the Department of Education, Division of Public Schools. When such policies concern only media centers, they are determined by the School Library Media Services offices. Media specialists and paraprofessionals totaled 2100 people in 1978-1979 in relation to 85,000 teachers. Staffing in most schools is with masters level degreed personnel although some media centers are staffed solely with paraprofessionals, aides and technicians.

Media specialists are included in the State Department of Education's inservice education* provisions which require recertification every five years, for certified administrators, nonteaching personnel and teachers, including library/media personnel. Presently, the CE requirements specify 6 semester hours of college credit or 120 inservice education points every five years. Since CE participation is mandated, statewide efforts are made to enable school personnel to meet the requirements. Thus, the mechanics for CE (i.e. inservice) exist with incentive provided, responsibilities defined and funding furnished.

The major providers of the CE available are the 47 Teacher Education Centers (TEC) serving all Florida counties. Through Advisory Councils appointed by school district boards, TEC's develop policies, procedures and budget. Teacher Education Centers act to facilitate and coordinate the available resources more than to perform the actual delivery of services. A TEC can produce learning activities using its own staff or those from outside contracting out with approved providers such as colleges and universities. Or, the TEC can determine what activities from sponsors other than the TEC are eligible to allocate the required inservice points.

Each TEC develops an annual master plan, submitted in July, that includes the components anticipated to be needed for personnel in that district. Media specialists can be involved in the development of these

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Although termed "inservice" education, the learning activities usually occurs outside the media center in the local or regional area. Thus, these learning activities are included in this plan for CE.

plans within the local school districts, helping to determine the content of the plan's components. Within boundaries established by the Department of Education and the TEC's policies, each media specialist selects learning opportunities from those eligible on the basis of personal interest, anticipated value and the need for recertification. Formats for these activities vary from courses to workshops to information meetings and usually the charge to the learner is nominal or nonexistent. Depending on local policies, these learning events are open to interested non-public school people, for example, librarians interested in children's literature or paraprofessionals responsible for audiovisual programming.

Funding for activities and staffing of the Teacher Education Centers comes through the Florida Education Finance Program. This program provides each school district with five dollars per unweighted full time equivalent (FTE) student for inservice training. Of this basic allocation, three dollars is reserved for the Teacher Education Centers. This reflects the State commitment to "training of personnel employed in local school districts." In 1977-78, over nine million dollars was spent on inservice training with more than eight million of that being derived from the FTE allocation. Districts consistently spend more for inservice than that which is generated through statutory policy. The basic FTE allocation is supplemented by local school revenue and by funds from other state and federal programs.

Florida policy explicitly declares that needs are best determined at the local school and school district level. There, self-study committees are required to assess needs for Master Inservice Planning. Statewide priorities must also be considered, however. Evaluation is also done locally with some state involvement and direction.

Media specialists responding to the FLA Needs Survey indicated that they were most interested in current trends, integration of media program activities with other school programs and developing motivational activities to encourage use of the media center and its resources. They were not interested in supervision, computer applications or visual literacy. Prime incentives for them were improving general professional knowledge and personal satisfaction and salary increases. They preferred formal courses and workshops and did not wish correspondence courses.

The public school system, by mandating CE requirements, assures participation. Several media specialists and paraprofessionals indicated, however, that the CE opportunities offered were often not related to their day to day responsibilities and that, though their interchange with others in the school system and district were good and valid, they missed similar opportunities for exchange with other librarians from other types of libraries. Media specialists often work in short staffed circumstances and find it difficult to leave during the work week. Summers are preferred for scheduling extensive involvement.

Private schools have grown in number in the past decade. In general, they have smaller media centers and fewer staff than public schools. Although each has substantial autonomy, a statewide policy forming board, Florida Association of Nonpublic Schools, performs a coordinative function.

Those media specialists wishing to affiliate with state associations usually select Florida Association for Media in Education (FAME). At the local level, country and regional media associations have been formed such as the Broward County Association of Media Specialists and, often, county library associations include media specialists in their membership.

Library Profiles: Academic Libraries. College and university libraries can be divided into a number of categories. Although the library management within their libraries does not differ greatly, the campus and, in some cases, the statewide structures within which they are set differ a great deal. The nine universities in the state university system follow policies set by the Board of Regents. Applicable statewide, these policies include the designation of primary interest areas in terms of both discipline and topic. Evenso, some policy areas and related procedures are determined by the individual university.

Private colleges and universities are also dispersed through the state. Their policies and procedures are formulated by their independent governing body and administration. No formal structure exists for their statewide coordination although informal joint planning and review is sometimes done among private institutions and with campuses within the public academic network.

The 28 community and junior colleges have some statewide coordination with each other effected through the Department of Education, Division of Community Colleges, but they are primarily autonomous in their college and, to some extent, on their campus. Community colleges are well dispersed throughout the state and have divided into five regions in order to deal with common concerns regionally. One example of this is with the Learning Resources Standing Committee, active on a regional basis and coordinated with each other on a statewide level through the Council of Instructional Affairs.

In 1977-78, 610 academic librarians had MLS's and 1012 technical staff worked in academic libraries. Given the above described variations, no generally applicable statements about CE for library personnel is valid. Policies and budgeting vary tremendously. In most cases, however, personnel can take courses within the system in which they work. These are either free or at a reduced rate. Some libraries and learning resource centers have staff associations concerned with staff development, usually with a focus either on professional or paraprofessional levels rather than both together.

University libraries tend to define more explicitly the requirements and expectations held for job-related learning. Sometimes, there is pressure on professional librarians for a second graduate degree in a specialty or for being involved in association activities at the national level. CE is, in some cases, related to promotion and salary. Academic library personnel wishing to be active in Florida association work usually join FLA and/or the county association, although the latter more rarely.

Personnel in learning resource centers in community colleges also include professional, paraprofessional and support staff categories. Areas of specialization are, in some cases, pertinent in relation to a discipline or educational technology. General public and technical are the major focus of most staff, however. All levels of staff are eligible for staff and program development funds to assist them with doing special projects or engaging in a particular area of learning. Other than these funds, CE is the responsibility of the individual within the bounds of library policy, which is, again congruent with college policy.

Until July, 1979, community college learning resource center personnel were required, along with faculty, to be certificated by the Florida Department of Education. Now, this is not required by the state but a community college may set criteria for employment which includes certification by the Florida Department of Education.

Many community college professional and paraprofessional staff members are active in local county associations. Others, with a statewide focus, usually join FAME or FLA, depending on their particular interest areas. In FAME they have active roles on committees and in the leadership, but not significantly in FLA at the present time.

FLA Needs Assessment Survey indicates that three fourths of the academic respondents were motivated to CE to improve general professional knowledge and personal satisfaction. Short course or institute is preferred; they would be willing to travel up to 75 miles and pay 25% of the cost and contribute their own time. Prime areas of interest and need included: specialized search services, computer applications, personnel evaluations, current issues and technical processing systems.

Library Profile: Public Libraries. Public libraries are county or city based in terms of their funding and service area. Linkage with the county or city government varies from place to place, but a director administers the library. Boards of trustees serve usually in an advisory capacity although in some cases they have broader powers. Staffing usually consists of professional librarians (usually defined as having a masters degree in librarianship from an ALA accredited library school), paraprofessional staff (often called library technical assistant and possessing certain essential skills) and support staff (for clerical, maintenance and paging tasks). In 1978-1979, 491 public librarians had the MLS degree, 305 were paraprofessionals and 1534 were technical/clerical staff.

Learning opportunities for library staff vary widely in terms of inhouse staff development activities. Many public libraries are small, dispersed throughout the state, and have few chances for shared learning opportunities or internal staff development. Other libraries have sizeable staffs and relatively formalized staff development policies, procedures and funding, including allowing staff release time, tuition subsidies and travel funds to take advantage of CE offerings outside the library. In almost all instances, however, staff development within the library is largely designated as the responsibility of the supervisory staff. The governing unit within which the library fits sometimes requires and/or provides training opportunities applicable to library personnel at some or all levels. In some cases, learning, even though job related, is expected to be the personal responsibility of the individual, or the benefits offered to encourage participation are reserved only for upper level personnel.

The only statewide coordination of public libraries is effected by the Department of State, Division of Library Services (i.e. the State Library of Florida), which has prime responsibility for assisting public libraries and does so with a number of services such as consultant field services, LSCA funding an interlibrary loan network, special materials and CE.

FLA Needs Survey results indicated that the highest ranked public library interests were in the management and administration areas, budgeting, personnel, staff development, adult services and collection development. Little interest was expressed in computer applications or technical processing. Most respondents indicated that their incentive for participating in CE was to acquire a higher position and to improve their general professional knowledge and personal satisfaction. Preference was expressed for workshops and courses for credit and most people would be willing to pay form 50% to 100% of the CE cost and to travel 75-200 miles to participate.

Public librarians and paraprofessionals, when wishing to be active in library association work, usually join FLA and/or a county library association, such as Palm Beach County Library Association or Alachua Library League. Many are in leadership positions in association work.

Library Profile: Special Libraries. Special libraries are those that serve agencies, organizations and corporations. In 1978-79 there were 143 special librarians in Florida. Their prime function is to serve the organization in which they are located. Governance, funding and policies are, in each instance, unique. Special library collections are generally wide ranging in format but specialized in subject coverage. Special librarians often have access to high information technology. Frequently, these libraries have small staffs that are specifically trained and focused on the specialty of the library. Thus, staff development opportunities in the library are, at time, not feasible. Special librarians typically work closely with several levels of the organization.

Presently, requirements for most special librarians are as demanding as for other types of libraries. Often a subject specialty is as primary a requirement as is preparation in library work. CE is often very important since the job of the special librarian is so wide ranging in the number of tasks to be performed. Often, special librarians complete their masters level work after rather that before assuming their position. Some special librarians, such as archivists and medical librarians, are credentialed by their own speciality association and, in most cases, that includes CE requirements.

Special librarians are often not included in the regular channels of communication among public libraries or media centers. However, they practice personal and, occasionally, hardware networking to exchange information needed on the job. Mostly, their connections are within their regional area with other special librarians or throughout the state (and sometimes nation) with others in their particular specialty area. Many join the Florida Chapter of the Special Libraries Association as their major association affiliation. In addition, many affiliate with special interest associations such as the South Florida On-Line Searchers and are active in local county association activities.

From the FLA Needs Assessment Survey the areas of highest need and interest were specialized search services, knowing about national or regional resource programs, budgeting, and development of staff manuals. The chief incentive is for general professional knowledge and personal satisfaction. Workshops during working hours were preferred. Except for credit courses, few would bear more than 50% of the cost of any method.

Library Profile: Institution Libraries. Libraries serve institutional populations such as mental hospitals, training schools, hospitals and correctional faculities. These libraries are the responsibility of agencies such as Department of Corrections, Health and Rehabilitiation Services and Department of Education. None of these agencies has a library coordination position at the state level. The State Library, however, is also charged to serve these libraries in a number of ways and employs a full-time Institution Library Consultant.

Institution libraries are public service organizations often located in isolated settings. Normally, they are staffed by one professional librarian with additional support staff. Since most personnel enter institutional libraries with no special training, they learn through collegial contacts, self-instruction, reading and CE. The local institution may have staff development opportunities which, although not specifically geared to libraries, can be helpful Institution librarians are eligible for six hours per quarter for tuition free courses within the State University System. And, some CE needs are addressed by the Project Librarians' Conference annually.

Priority CE needs for institution librarians include innovative programming to reach their specialized populations including bibliotherapy and consumer and survival skills information. Also important are supervisory skills, interpersonal skills and management skills, such as budgeting and goal setting. Often the subjects needed are not in the library field but include topics such as developmental disabilities, corrections and criminal justice and mental health. They prefer nearby CE opportunities of one or two days duration at most. They require sufficient lead time, prefer working hours and are not primarily interested in academic credit.

Joining associations on regional or national levels and the Florida Library Association help alleviate their sense of isolation. In 1980 they organized an Institution Librarians Caucus within FLA to more nearly address their specialized needs.

> These brief profiles of types of libraries and personnel must be understood to be general descriptions with many significant exceptions. Additional differences among these types of libraries are described later and revealed in terms of their significance more than these profiles can individually show.
>
> Profiles of the major resources and providers of CE are equally brief but, like the library profiles, serve to identify an essential part of the current CE context into which the proposed plan is set. And, again like the types of libraries, each CE provider and resource differs in its governance, mission and funding patterns.

Resource Profile: State Library. A Division of the Department of State, the State Library of Florida under the direction of the State Librarian works with public libraries in communities throughout the state and arranges cooperative programs and coordination with library service in state institutions. Within its province are cooperative efforts and coordination with academic and school library services and it is legally sanctioned to "... upon request, give aid and assistance, financial, advisory, or otherwise to all school, state institutional, free and public libraries..." (Florida Statutes #257.04 [2]). Added to its five-year plan in 1978 was an affirmation for its "major responsibility for leadership in continuing education programming by developing a long range continuing education plan for Florida". (Section 12.117) At present, the State Library furnishes much liaison and coordination work for this project.

Most often, in addition to its specific CE activities such as workshops and grants, the State Library acts informally in a coordinative role among all types of libraries, state agencies, associations and library schools, now extending this coordinative function to CE. More specifically, in relation to CE, the stated objectives of the State Library are to: 1.) assess CE needs for personnel in public and institution libraries; 2.) be aware of CE sponsored by others; 3.) encourage, aid and coordinate CE efforts of other agencies and institutions; 4.) distinguish between public and institution responsibilities for staff development and the state's long-range program for CE; 5.) clarify the state's responsibility for a CE program. (Paraphrased from "State Library Objectives in Continuing Library Education" of March 22, 1979.)

Within the State Library, CE efforts are closely coordinated with related functions such as consultant specialties and geographic responsibilities assigned to staff. Needs for CE are informally assessed, as are needs for other services, on the observation of field consultants, the requests from library personnel and State Library priorities. Many CE efforts fall within the regular function of assigned personnel although some are financed from state sources or from federally allocated LSCA funds. Recently, activities related to the development of this project and an initial clearinghouse function have been centralized as a portion of one individual's time.

Specific CE activities of the State Library include the following:

- develops an annotated listing of CE activities in Florida and the Southeast,
- sponsors and co-sponsors workshops in needed topics in various areas of the state,
- gives technical assistance and consultant help when asked for the development of learning activities or materials being produced by other groups,
- offers annual orientation for project librarians (those 80+ public and institution libraries receiving LSCA project funds),
- provides, through field consultants, informational materials and basic skills help for library directors, particularly those in rural areas,
- makes available grant money for professional training (i.e. CE) of public and institution library personnel and State Library staff,
- produces timely publications to keep public institution librarians and trustees abreast of the activities, programs and concerns in their fields (Keystone, Orange Seed, Intercom, New Books).
- maintains collection of library literature materials available for use by library personnel in the state,
- distributes audio-visual educational programs used for Friends, Trustees and lay groups, and
- houses evaluation information and instructional materials designed for specific workshops.

In addition to these activities, the State Library staff, itself, requires CE to maintain the desired level of competence and meet the demands of new programs and organizational developments.

Resource Provider: Library and Media Associations. Associations serve many CE needs of library and media center personnel at state, regional, local and national levels. At one level, associations offer the opportunity for an informal learning exchange and a forum for mutual problem solving in relation to work concerns. In addition, some issue publications (journals or newsletters) that feature items of particular concern to members and often contain listings of CE opportunities relevant to member needs. Associations usually perceive a commitment to CE and sponsor or co-sponsor CE activities, such as conferences, workshops and other learning-oriented programs.

Statewide associations include Florida Library Association (mostly public and academic librarians), Florida Association for Media in Education (media specialists from school and community college libraries, instructional designers and district media supervisors), Special Libraries Association - Florida Chapter (special librarians), Florida Vocational Library/Media Association (media specialists in vocational education), Florida Medical Librarians Association (medical librarians) and Catholic Library Association - Florida Unit (personnel from Catholic institution libraries).

Local and regional concerns are addressed by groups specialized by common interest and/or geography, such as the South Florida Association of Law Librarians, the Tampa Bay Library Consortium, the South Florida On-Line Searchers and the Florida Searchers Group (north Florida). Active in many areas are county associations, such as the Alachua Library League, Gainsville, and the Hillsborough County Library Association, Tampa. These often include personnel from all types of libraries. Although different county associations in the same county address their special interests, they, at times, collaborate on CE meetings and efforts. For example, Broward County Library Association may work with the Boward County Association of Media Specialists and the Dade County Library Association sometimes co-sponsors activities with the South Florida Association of Law Librarians.

In addition to national associations with state affiliates or chapters, some national associations such as Medical Library Association and Special Libraries Association offer CE programs they have developed elsewhere for use at state or local levels. Usually, these workshops have been given elsewhere and meet a given standard of quality. Yet, rarely are they restricted to association members in terms of who can attend. In the future, it looks likely that associations such as American Library Association and Southeastern Library Association, who have become more CE conscious recently, may be more active in delivering CE at the state level.

Similarly, two state associations are addressing local levels. Special Libraries Association Florida Chapter has formalized its regional contact network which connects local areas with the state association and increases its ability to be responsive to local needs. Florida Association for Media in Education is now developing an affiliate network to facilitate communication and information dissemination.

Interests of two special interest groups are not so obviously met. Trustees of public libraries are active through the Trustees Caucus of Florida Library Association. Their CE needs are mostly met at state and regional levels through efforts of this Caucus and the State Library. The other group, paraprofessionals, have no single association to meet their interests and needs. The Council on Library-Media Technical Assistants (COLT) is nationally active but has no statewide or local effort in Florida although some individual library and media personnel are members. Although paraprofessionals can join most county associations, most state associations, Florida Association for Media in Education for example, allow only affiliate membership for paraprofessional members.

The strength, ability and commitment in relation to CE of each association is determined, for the most part, by its leadership at any given time. Continuity is difficult to maintain since officers and committees change with elections, usually held annually. CE is often a major membership incentive and promoted as such by associations as they suggest their meetings and conferences will serve to update members as well as offer the chance for social and professional exchange. Some associations are more active in sponsoring structured CE in addition to these informal opportunities.

Needs assessment is almost always informal and depends on special interests, available resources and circumstances more often than on a careful analysis of need. Funding for those that participate in association work as officers, committee members and active members is sometimes personally financed and on personal time and sometimes employer subsidized. Associations often co-sponsor CE efforts with each other, colleges and universities, library schools or the State Library to offer a more substantial pool of resources. Usually, however, associations as CE providers rely on the ability and proclivity of their officers and committees for the existence, direction and intensity of their CE efforts.

Resource Profile: Colleges and Universities. Academic institutions offer formal credit and non-credit courses traditionally intended for preservice education or for an educational base from which to move to specialties. On many campuses, however, typical college-age enrollment is dropping and CE offers a new market for full time equivalent (FTE) students among lifelong learners, those who wish to return to school and place-bound, part-time students.

The state university system includes nine public universities. A single governing body, the Board of Regents, sets statewide policies and planning and coordinating patterns. Each university directs those degree areas reserved to it. Some areas of interest common to all universities have advisory groups composed of individuals from several campuses. These inter-campus groups may make recommendations to the appropriate councils which may forward them to the Board of Regents. Regent policies are then submitted to the Department of Education, Division of Universities.

A "Statement of Philosophy, Goals and Objectives for Continuing Education in the State University System of Florida" (1978) offers an overview of the stated position of the State University System. Florida Statutes (240.043) direct the Board of Regents to "develop a program of continuing education" and to "recognize continuing education both on and off campus as a normal function of the universities in the university system". Further, the Department of Education has authorized the Board of Regents to "Coordinate credit and non-credit extension courses in all fields which the Board shall feel necessary". Institutions are charged to recognize continuing education as an integral part of the institutional structure and mission.

Each university, except for University of Florida (UF) and Florida State University (FSU), has a specified primary service area. However, for specialties, such as dentistry or agriculture, a university may be assigned additional service areas or even statewide responsibilities. FSU and UF are the only universities with statewide responsibilities. Non-credit CE cannot be offered within specified service areas of another university without that university's concurrence. Credit CE must be approved at the state level.

As part of its commitment to CE, each university, has a CE office that serves to coordinate efforts by departments establishing CE offerings. This office may offer help with programming and/or logistics or, like FSU's Center for Professional Development and Public Service, it may itself offer courses, workshops and in-house delivery on a variety of topics, many useful to library personnel. Each CE office has its own procedures and policies, but must work within the bounds of the state university system and the university itself. Generally they assist schools and departments produce CE for specified clientele at the request of the department. Credit courses strain the human resources available; non-credit courses must be self-sustaining.

The state university system includes two graduate library schools with American Library Association accredited programs: Florida State University (FSU) in Tallahassee and University of South Florida (USF), in Tampa. Both schools offer post-masters specialist degree programs. FSU offers the doctorate. In addition to their preservice education focus, each has stated its commitment to CE and extended selected courses in their regular program to new geographic locations, other groups in developing or sponsoring CE activities.

Both schools have extended their geographic reach beyond their home campus. For example, USF offers programs in Orlando and Boca Raton (on the Florida Atlantic University campus) enabling many students to complete the MA program without coming to Tampa. In addition, some courses have been offered on USF regional campuses in St. Petersburg, Sarasota, and Ft. Myers. FSU offers its degree program currently in Miami (at Florida International University's Tamiami campus) and in the past has done so at Jacksonville and Gainesville.

When offered, these courses are primarily focused on the degree-seeking student and regular enrollment policies and academic standards apply equally to these off-campus degree programs. Regular course offerings not specially designed for the practitioner can be useful and, in some cases, "special students" can enroll. Designed for the CE student particularly are the short courses and workshops, many of which are located off the home campus and some of which are replicated around the state. Both schools offer these for credit or non-credit. These and other library school CE efforts sometimes are contracted for by Teacher Education Centers for use by media specialists.

Additional extension of these opportunities by library schools is prevented by administrative costs, stretched limited faculty resources, insufficient numbers of students. Offering CE through the CE offices at the universities is often expensive to the department and requires extensive lead time as well as numerous specialized procedures.

The question has been raised concerning to what extent MLS degree programs can be defined as CE for the practitioner. Regular degree programs in librarianship, as in other fields, prepare people for entry into librarianship; for moves into different, specialized areas of the field; or to move from paraprofessional or support levels to professional ranks. Degree programs are the regular province of higher education institutions. Although coursework may be useful to practitioners, degree seeking work is distinct from and has a different value than what the majority of practitioners seek as continuing education.

The community college system serves the state through the 28 main college campuses, and, in addition, often has additional campuses affiliated with the main one and many off campus instructional sites through which courses are offered. Some colleges offer basic library skills courses such as library technology, media technology, multi-media communications. Topics in other disciplines, however, can also be helpful to library personnel. These include management, supervision and financial management.

Similar to the state universities, each community college has a CE unit, an office that works with academic departments and the community to discover and meet needs in the area. Community service emphasis is strong in these colleges and, in some cases, depending on skills of individuals and policies of the particular college, help with educational programming and conference logistics may be available.

Special funds are earmarked (2% of the operating college budget annually) for staff and program development (SPD). These come from the state to each college and the college may then re-allocate it by campuses if it so elects. These funds go to all staff levels, including library staff, to support the development of programs and/or staff. In some colleges these funds are designated from adminstrative levels. In most, however, these decisions are made by a committee that reviews proposal statements from faculty and staff who have ideas for projects or wish to engage in a particular learning effort--a course, an institute, a special effort to be planned and accomplished. In 1978-79, some $3.6 million dollars was in the statewide fund. Each college has a five-year "goals plan" for the distribution of these moneys and the plan is reviewed annually.

Community colleges nationally are locales for training of library/media technical assistants (LMTA) as paraprofessionals for libraries and media centers. In Florida no such program now exists. At one time, six such programs were available but the last one, Polk Community College, ceased their program in 1979. Though paraprofessionals are increasingly used in libraries (for example, Florida Standards suggest 35% professionals and 65% paraprofessionals as a desirable staffing ratio), employers offer the same salary for trained as for untrained applicants so there is little incentive for potential staff to seek training. Programs thus ceased for lack of enrollment.

The relatively few private colleges and universities are independently run. About a dozen are accredited.

Over 30 vocational-technical centers are located throughout the state. Courses are skills building, taught by persons with on-the-job experience. Career counseling is available as is evaluation and testing.

Advantages of using colleges and universities for CE as reported by library and media personnel include: their openness to all types of libraries, indepth learning, standardized content, availability of student counseling and academic credit. Disadvantages may include distance to be traveled, the prerequisites required, the focus on theory rather than practice, the cost, the time span of courses and the academic procedures. In appealing to the CE student, both private and public colleges and universities are tending to:

- extend their regular program offerings to off-campus locations,
- use outstanding practitioners as instructors,
- schedule to allow working students to take courses,
- ease enrollment restrictions and procedures,
- offer new packaging such as workshops, conferences, short courses and seminars that are more attractive for working learners.

In each instance, however, regular course work in degree programs is still a primary mission and priority of colleges and universities.

Resource Profile: Agencies. Florida state and local agencies other than those directly concerned with libraries and media centers are also sources of CE opportunities for library and media personnel. Locally, personnel departments or training sections in municipal and county governments may offer learning activities in areas such as office skills, budgeting, supervision. These are likely to be available, easily accessible and often relevant to public library staff at several levels. Likewise, staff in special libraries can often use training and development opportunities offered through the organization and can often request that specific interests be addressed. Academic libraries can tap university-run staff training programs, particularly at paraprofessional and support staff levels. These, too, are sometimes available and relevant to media centers as well as those in community colleges.

Local community agencies and organizations include educational programs in general areas or personal skills. These are usually not expensive and are easily accessible because of locale and scheduling. Courses in interpersonal communications, group dynamics and basic management skills can be helpful in library situations.

The Department of Education's Office of Instructional Television has an extensive collection of audiovisual programs that are loaned for CE individually or in groups. This service is open to school districts, institution libraries and community colleges. The materials come from commercial sources and educational institutions and cover a wide range of topics. The division bases its collection on needs assessments done at local and regional levels. In addition to its collection, the Office has programming expertise and the capability of making multiple copies of videotapes.

Begun in 1979, the Educational Information Center (EIC) Program works through the Center for Career Development Services (CCDS) network which has provided educational and occupational information for ten years. Together, these two programs offer services helpful to library and media personnel. The service has recently been expanded to provide occupational, academic program, and student financial aid information. A Human Resources Directory is being worked on and CCDS periodically inventories agencies and institutions that provide postsecondary educational opportunities. EIC services include assisting the student define educational goals and objectives, identify traditional and non-traditional learning opportunities available, provide information on the costs of postsecondary education and sources of student financial aid, and generally inform people of the quality and diversity of educational opportunities available. Access to information about their services can be obtained on a toll-free number.

Resource Profile: Proprietary. Entrepreneurs are active in the CE market. Some deal within a narrow specialized framework but others offer seminars, workshops, institutes and audio or audiovisual learning programs applicable to many fields. Examples of these firms include University Associates, Inc., Practical Management Associates, Inc., and Applied Management Institute, Inc. They offer programs in time management, motivation techniques, negotiation skills, supervision and management skills. These are often scheduled well in advance and regionally distributed throughout the country. If a group is interested in a topic, direct contact with the firm opens negotiations for additional sites and times than those already offered. Many of these sessions are on tape cassettes and available for study groups to use at a fraction of the cost of the full session attendance.

In most urban areas, skilled individuals involved in training and development or education fields are available to tailor a learning activity to a particular group's special needs. Basic information seeking techniques can often surface many in a given area. Two resources that include members skilled in training and adult education methodology are the American Society for Training and Development and the Adult Education Association. Local colleges and universities are often sources of individuals who work independently as well as within the academic structure.

Vendors, that is, suppliers of equipment and systems, are often available to do inhouse staff development once their product is placed in a library or media center. In addition, they are willing to offer programs about their product to groups who may be potential purchasers. Demonstrations are often part of such programs and may include hands-on opportunities.

Communication and Connection: Examining this context--the libraries and media centers and the CE resources available to answer their learning needs--reveals varied patterns of decision making and control and co-ordination among different types of libraries. Although they share a common mission, to give competent library and information service to their clientele, library and media center personnel are not cohesive in their demands for and use of CE resources. As might be expected, the relationships and linkages are more prevalent within each type of library than they are between the different types. Again, profiles by type of library are used, this time to describe the apparent patterns of contact and communication. Concluding this section are some observations based on limited contact with a small sample of individuals and groups.

School media centers, by preference and by circumstance, appear, in some ways, to be the most self-contained of the four types of libraries. Day-to-day relationships of media specialists are with the teachers, administrators and other media specialists in the school district. Learning opportunities through inservice (i.e. CE) connect the same groups again within the district or, in some cases, with others in the same TEC area. Communication channels are through the district organizational lines and focus mostly on the world within the school itself, at times extended to include the Department of Education at the state level. Some day-to-day work connections are with the public library or local college or university. Through students and teachers as well as prompted by individual interest, media center personnel relate with the community in which they live and work. Summers often include CE involvement for media personnel. They often relate with other types of library personnel in such activities.

Media specialists active in FAME come into formal and informal contact with community college library personnel with a focus on mutual interests. Those with national interests may belong to the Association for Educational Communications and Technology (AECT) or the American Library Association (ALA) there contacting other segments of the education media and library worlds. In some areas, local media or library associations are active and may or may not include public, academic and special library personnel, professional and paraprofessional. The Florida Media Quarterly is the prime channel for FAME members although FAME's proposed local affiliate network may offer additional opportunities to connect media specialists more easily on a local basis with each other in both schools and community colleges as well as with media specialists beyond the local area.

College and university library personnel have structural barriers between them. Both are connected through the Department of Education, but administratively divided within the Department into two separate divisions. For community colleges, other organizational communication connections are through the community college districts and the four regions in addition to campus and college links. Within their libraries, personnel seem to share information freely and to work actively as a network with colleagues in other colleges and campuses particularly within their own district.

Community college personnel at all levels appear to bridge many of the divisions of the library world. They utilize materials in disciplines and thereby touch the university communities, they have media interests and skills and thus have points of connecting with school media centers, they have strong community involvement and thus touch the public library. Their environment fosters innovation and creativity in dealing with the many challenges that arise leading them to make contact with individuals, groups and organizations outside the usual structure. They have no one associational home but, within a staff, FAME, FLA and SLA, Florida Chapter are usually all represented. In addition to their inclination to be active information gatherers in personal and informal ways, they have a number of channels through which they can receive CE (and other) information.

University library personnel include subject specialists as well as those concerned with general reference, technical services and bibliographic intruction. The university library, with some exceptions, tends to be contained with the academic community relating on a daily basis with faculty, administration and students. University libraries tend to have a clear distinction between professional and paraprofessional personnel. In some places, staff associations bridge this division but this is not a consistent pattern. Personal communication channels exist and are used but usual information channels into the library are limited by fewer points of access. Once information is in the library system its dissemination is unpredictable. University and public librarians sometimes establish connections but usually on the basis of the people rather than the policy. University library personnel active in FLA are well integrated with public and community college library personnel in leadership structure. Participating in FLA conferences is a consistent link with public librarians as is Florida Libraries, the FLA publication. A significant minority of university librarians are involved in SLA Florida Chapter and receive the SLA Bulletin. Some county and local library associations contain active university library personnel.

Special librarians are very focused on their specialty area. They build and relate with active personal networks to share information of mutual interest and concern. They tend to be self-reliant. This, in turn, provides a base of a network for passing information about CE. Except for institution libraries, most special librarians have little connection with state government and those channels of communication. Most are members of SLA and often of special interest groups such as Florida Searchers or associations in their specialty area. Thus, they individually know about and tap a wide range of CE providers, sharing that information with each other. Though a minority, they are often an active part of local library associations.

Similar in some ways to special librarians, institution librarians rely on personal communication channels and communicate with colleagues directly or through FLA or American Library Association (ALA) in some of its Association of Specialized and Cooperative Library Agencies (ASCLA) sections. They are connected with their agency by regular communication means but these means do not cross agency lines generally. In those instances where they work closely with public or academic libraries in the area, they may exchange information. The State Library, through the Institutional Consultant, is the main coordinating connection among these librarians, along with the Keystone, a publication for public and institution librarians from the State Library.

On a day-to-day work basis, public library personnel relate strongly with their community. They connect with local college and university libraries where available, less often with school media centers and special libraries. Within public libraries, the professional/paraprofessional split is often evidenced. Most public librarians active in associations are FLA members and/or work in county library associations. Thus, local association newsletters and Florida Libraries are major sources of information. Personnel have a number of connections with branches within their own system, less so with nearby public libraries and seldom actively connect with other public libraries across the state other than in conjunction with association efforts. They connect with state government through the State Library receiving information, consultant help and sometimes funding. Trustees connect with the library world primarily through the director of the library and sometimes with the State Library for information they need to do their job.

Within each type of library, blocks and barriers often impede the internal information flow preventing personnel from knowing about or taking advantage of CE opportunities. For example, direct mail and other announcements arriving on an administrator's desk may never be circulated to interested personnel able to make most use of it. In circumstances with less active personal networking, shared information about CE is diminished since less such information enters the channels for dissemination and, again, there are fewer opportunities to discover and connect with learning opportunities.

Although many learning needs may be held in common, associations have made no deliberate efforts to establish means to connect the various association CE information sources. Each, within space and deadline requirements, gives its known CE information through its publication. Meetings, particularly at the local level, share that information and that fact is often the major incentive to join and attend. But, again, much depends on individual initiative, interest and ability to seek and share such information. Individual capability and formal lines of communication working in concert offer the best possibility for collecting and disseminating CE information. Formal lines of communication can be within the structure of the umbrella organization or of the library or media center itself or of associations. For example, the free lance librarian or media specialist, the currently unemployed and those working within private school, college or university libraries are most often without the regular channels of information and membership in associations is the only recourse in addition to building a personal network.

No single source exists to exchange CE information. Neither is there a central communications point about matters other than CE that concern library and media personnel, no point to gather and disseminate it. The organizational frameworks of each of the types of libraries differs and few are the links between them. Associations, in some instances, build links between the different types of libraries but often do not use that factor to good advantage in disseminating information about learning opportunities. With few linkages between types of libraries past issues of turf and visions of differences tend to continue. With specialties remaining separate, potential CE providers (who, interestingly enough, have little linkage among themselves) are dissuaded from producing CE because of it being an apparently small market base with high marketing costs to "sell" the product.

Strengths and Barriers: In the current CE contest, certain strengths and barriers can be identified. Both will be significant in the implementation of a CE plan. The former can aid a systematic approach to CE and the latter can impede such an approach. Any plan proposed will have to take these into account and one possible measure of any plan's success could feasibly be to explore to what extent the plan utilized the strengths and overcame the barriers.

Strengths in Relation to CE:

1. The single most significant strength is the number of skilled and inventive people working in good libraries and media centers. Individual and organizational initiative as well as interest has evidenced commitment to quality library service to cope with the changes facing libraries and media centers.

2. A strong sense, often expressed, that CE is becoming ever more necessary to "keep up" exists. CE is seen as an important means to enable other things to happen, such as assisting staff to make sound decisions on computer applications in libraries or to adjust to changed service patterns. Thus, there is a growing interest of library and media personnel in the availability of CE opportunities. The extent and persistence of this growing interest in CE is undefined but the fact of the interest cannot be questioned.

3. Perhaps, as a reflection of individual interest and library concern with CE, state associations are formalizing their increasing efforts to address member needs for CE. FLA's Continuing Education Committee recently became a standing committee and FAME has just formed a Continuing Education Committee. CE has become a popular and effective area to forge cooperative links with each other at the statewide level and with local associations. One example of this is in the recent FLAME (FLA and FAME) joint conference and in co-sponsorships with county association programs.

4. The state of Florida has made a number of stated commitments affirming the importance of CE. This can be seen in the CE units formed within the state university system and the Teacher Education Centers. In each of these instances, the original statement of mission and principle has been backed up with a financing structure. In addition, the State Library has strengthened its stated CE objectives, continued its commitments for workshops and grants and instituted the beginnings of a clearinghouse.

5. Given the existing geography of the state, the network of community colleges and Teacher Education Centers covers the state with strategically placed facilities. Supplementing this are the many local, often county, library and media associations that offer opportunities to convene, learn informally and sometimes formally. The advantage of locally based efforts is that they alleviate the problems of time away from work, travel expenses and scheduling difficulties.

6. The state's two accredited graduate library schools have both evidenced their willingness, within limits, to outreach in the fact of many barriers. It seems likely that they will continue to respond to a growing CE market.

Barriers, constraints and problems in Relation to CE:

1. Although an interest, a growing one, in CE exists, it is unclear to what degree CE is considered an urgent and important concern. There is no clear sense, at this point, of how badly CE is wanted. A stated interest, even a priority, may not be backed with policy or funding in the face of ever tightening

library budgets. Some, having experienced the impact of an effective learning experience on the work of self or others, think CE is important and justified. Others, in the face of spare evidence that substantiates the significance of CE in its effect on library services may not be convinced of its value. CE, as a priority, must be seen to be directly related to the work responsibilities of the individual and the mission of the library with strong links between learning and application of learning on the job.

2. Governance and funding patterns are divided, with each type of library having its own hierarchy, constraints, incentives, communication channels and decision-making structures. No definition of the relationships presently exists among the types of libraries at the state level, and little linkage among them exists at the present time, preventing clear or easy coordination even when that might be mutually advantageous. To some extent, these patterns of governance and funding are compounded by "turf" issues.

3. These unclear responsibilities and interrelationships have resulted in an expectation on the part of many potential CE users that somebody, somewhere, is responsible for providing CE to them. This expectation dampens local initiative and self reliance. Lack of clarity and lack of communication have caused a lack of understanding about the nature of the systems of CE providers, how their decisions are made and how they do or do not interact.

4. Unclear or undefined responsibilities within libraries and media centers affect local decisions about staff involvement in CE. Few libraries have explicit policies stated and known throughout all personnel levels with regard to work-related learning. Thus, an individual staff member or administrator may have differing expectations about such issues as release time, travel money, rewards, on-the-job application of learning, registration or tuition reimbursements and eligibility.

5. A lack of existing communication channels prevents dissemination of information about existing CE opportunities and resources. This not only forestalls user awareness but also hinders building cooperative efforts, discovering common needs and preventing duplication of efforts. The past history of independent paths for each type of library has fostered the belief in divergent needs and interests and has institutionalized the separateness as seen in the lines of communication.

6. The number of potential CE users in libraries and media centers is insufficient to attract a substantial number of CE providers. Including all types of libraries, only some 6000 degreed pro-

fessionals and paraprofessionals exist. If information resource center and information managers were included and perceived sufficient benefits, that number would increase somewhat. And, of those, not all are interested in or available for CE involvement. Further, relatively few will be attracted to a given topic at a given level in a given locale. The expenses of producing CE encourage providers to seek a user market of adequate numbers and funding.

7. The geography of the state disperses and sometimes separates the CE resources. Population (and library) growth is in the central and southern parts of the state with the north, particularly the panhandle area, remaining rural. The capitol and one library school are in the north, another library school mid-state. Dependence on graduate library schools for local access to CE in more than a few locations is not feasible. Distances are compounded by lack of good public transportation.

8. A lack of educational programming expertise in many sections prevents locally-produced quality CE productions. Skills required would include needs assessment and evaluation techniques, and adult education methods (needs and formats for the practitioner differ from preservice education). It might be noted that these skills are, in some cases, lacking at regional and statewide levels also.

Given this present-day context relative to CE for library and media personnel, it is not surprising that a coordinated and systematic approach to CE has not been successfully accomplished to date. This picture reveals some of the interactive factors involved in a statewide effort. These factors are the ones most strongly considered in developing the proposed plan. Additional facts, dimensions and efforts not known at this time might alter the picture somewhat. But, basically, this is the picture of the state's library and media situation. Any plan would either have to change the circumstances described here or accommodate them. No plan can be successful ignoring them.

A STATEWIDE PLAN FOR CONTINUING EDUCATION FOR FLORIDA LIBRARY AND MEDIA PERSONNEL

by

Barbara Conroy

with the
Continuing Education Steering Committee

October 1, 1980

APPENDIX B: PROPOSED IMPLEMENTATION

This Appendix describes the plan's implementation in relation to its goals and objectives, thus testing the congruency of its operation with the state CE aims. At the same time, this Appendix provides a starting point for those who implement the plan. Reading and working with this Appendix should follow reading those sections of the basic plan concerned with structure and with roles and responsibilities.

The proposed implementation strongly reflects input received from the Florida library community responding to the call for ideas, comments and suggestions from December, 1979, to March 1980. The operational objectives were originally proposed in the original draft outline (December, 1979). Priorities were established by the Continuing Education Steering Committee. Those designated higher priorities are more extensively detailed here.

The overall goals of the plan are:

I. To enable Florida library personnel achieve, maintain and enhance their competency to furnish library and information services to Florida residents.

II. To raise the level of awareness of continuing education and its importance to quality library service.

These goals offer guidance and direction through the planning process and for those who implement the plan. The results to be achieved by the proposed plan are described by three overall objectives. The major activity areas addressed by this plan are divided into three groups each of which is related to one of the overall objectives:

Objective 1 Linkages: Needs and Resources
Objective 2 Learning Opportunities
Objective 3 Structure: Organization and Administration

LINKAGES: NEEDS AND RESOURCES

Overall Objective 1: Adequate connection and coordination will link individuals and groups needing continuing education with existing learning resources.

Operational Objective A: To identify current and future CE needs of library personnel.

The first, and perhaps the easiest activity to accomplish this objective is to disseminate the FLA Needs Assessment Survey results asking that those who receive it comment on its validity at the present time. A second activity is to survey the needs of statewide groups not covered by that survey but included in this plan: paraprofessionals, support staff and trustees. In each of these activities, priorities must be set among the identified needs since those most urgent and important must be addressed first.

As a third activity, local and special interest library and media associations develop and implement their strategies for needs assessments of their memberships. At this point, the Coordinator can offer technical assistance on how to conduct needs assessments. Associations particularly sensitive to member needs can use needs information for local planning as well as to provide the information to the CE Coordinator. The Coordinator, in turn, will review and compile patterns found, disseminating that information back to the local level as well as to statewide associations to guide their planning.

The fourth activity is for the Coordinator to collect information that may have an impact on CE needed by library personnel; changes in statewide library development; legislative action with an impact on libraries; reorganization moves that are likely to affect academic, institution and school library and media personnel; and planning efforts being considered within the state governance structures that will affect libraries.

At the onset of Phase II, an on-going mechanism must be set in place to keep needs information current and accurate as well as to identify CE needs arising from changes in society and technology as they affect the scope and function of future libraries and media centers.

Operational Objective B: To identify learning resources available for CE and relevant to the identified needs for CE.

The initial activity to accomplish this objective is for the CE Coordinator to work with local and special interest library and media associations to form a network of local, regional and association communicator/coordinator individuals who will facilitate collecting and disseminating CE related information at various levels.

In conjunction with this activity would be another: the identification of library and media related organizations with statewide, regional, specialized or local focuses. As these groups are identified, they are asked for CE communicators to be incorporated into the network. Also, information about the group, its current officers, its aims and its interest and involvement in CE is requested and compiled in an association resource file. Periodically, probably quarterly, this file will be assembled into a list and distributed to all network members. Annually, with the updating of the file's information, the list of associations will be included in Directory of Florida Libraries and Associations.

The third activity is to inventory existing learning resources (i.e. providers of CE) and to establish a resource file that can be continually updated. This file would include resources known and presently used by library and media personnel beyond the usual patterns of use but related to the identified needs found. The CE Coordinator inventories statewide resources available; the network people (or others within their group) inventory the local resources using the best of information seeking strategies to locate them. Network people forward the information found to the CE Coordinator who reviews it to see patterns of programs and providers and to add to the statewide bank of known resources.

Operational Objective C: To provide a Clearinghouse to connect CE needs with relevant resources.

A strategy for communication and exchange of information will be built by the CE Coordinator together with a small planning group of the CE network. They will address policies and procedures to guide access, dissemination and use of resource file information. This information will be freely available at first. But later only those groups contributing needs and resources information into the system will be eligible for free use of it. Charges will be levied to non-contributors who wish access.

A frequent calendar of learning opportunities, a list of CE providers and a directory of CE network members will be compiled. The calendar will be published monthly in a newsprint format as The CE News and disseminated to state, local and special library and media associations. They, in turn, will disseminate copies to their current and potential members either as an insert in their own publications or through special mailings or at meetings. Copies of CE News will be furnished free of charge at first. Later, it will be available on a subscription basis, free in bulk only to active members of the network.

The CE Coordinator will collect materials related to program planning, needs assessment, evaluation and other topics useful for offering technical assistance to local levels producing CE. A bibliography of these materials will be disseminated to network members and the materials will be loaned to network requestors.

Concluding Phase I, the activity of the CE Coordinator will use Clearinghouse information to: 1. encourage associations, library schools and other providers to offer CE to fill gaps that exist in relation to the identified needs; 2: encourage replication of CE activities in locales where the need is urgent; 3. refine methods of obtaining and disseminating CE information; 4. modify access policies to assure users get the service they need.

This activity is a useful one to move into Phase II because it reflects the development of the Coordinator role into the Director role and because it paves the way for an autonomous program. Phase II continues basic Clearinghouse functions such as maintaining currency of files, responding to requests for information from resource files, strengthening the ability to link needs and resources, developing needed resources not currently available. Phase II would also address resources such as computer assisted instruction and teleconferencing in addition to audiovisual capabilitis.

LEARNING OPPORTUNITIES

Overall objective 2: Learning opportunities will be available for all levels of library personnel.

Operational Objective A: To encourage the availability of learning activities designed to meet identified needs.

Activities to support the accomplishment of this objective can be grouped into three categories: providing information, providing CE events and materials, providing funding and other support. Each of these has been addressed under other operational objectives but here these three are focused on learning activities as such. Both Phases include all three.

The first activity is to coordinate and make available information about current learning opportunities. This information must provide sufficient basis for consideration and choice on the part of an individual and/or employer. For example, content and educational methodology as well as date, place and time must be indicated. The level offered is often important: "for the experienced...," "for the building skills...," "for increasing awareness and understanding..."

General information furnished through the CE Coordinator and later the CE Director can be used to assist those seeking to plan CE activities. Useful program planning materials and models, guidelines on criteria and standards for sound adult program planning and evaluation and examples of successful designs are valuable adjuncts to the resource file and clearinghouse function. The ability to tap the technical expertise of the CE Coordinator in the first Phase will be particularly important since many inexperienced people will be attempting CE.

The Coordinator will facilitate cooperative efforts between provider agencies, organizations and groups. This cooperation can be as explicit as co-sponsorship or as complex as assembling a series of program components from different contributors. In the first Phase, cooperation will, for the most part, be through the Coordinator who has a broader view of needs, capabilities and resources. Later, in Phase II, more of the cooperative efforts will be negotiated directly due to CE network relationships.

Phase II activities extend those of Phase I but at a greater depth, scope and quality. By Phase II, more evaluation information will be available because more CE activities are planned in such a way to be able to evaluate the results. CE producers will be more willing and more skilled in relation to evaluation techniques. Evaluation will be more often and more consistently done, that information becoming part of the Clearinghouse file. In addition to evaluation done by providers, associations and planners, outside evaluations and study projects of library school students will provide a base of models for evaluation as well as information about the success and outcomes from specific CE activities.

Operational Objective B: To produce learning activities designed to meet identified needs.

Phase I activities concentrate on facilitating existing provider groups to produce more and better CE and on encouraging new provider groups, such as local associations, to launch CE efforts. This is done through information and communication knitting cooperative alliances. In addition, during Phase I a series of four workshops produced by the CE Coordinator will train association members responsible for CE efforts in the skills of educational programming, including specific techniques of needs assessment and evaluation as well as training methodologies. These workshops will serve also to build an informal network of CE-oriented people throughout the state who can assist each other with additional programming. These efforts are intended to enable local levels to produce CE.

During Phase II, the CE Director will produce replicable activities in locales where needs are not otherwise able to be met. This will provide additional resources to areas of the state not rich in such resources. Programs may be produced on videotape or instructional TV for use by study groups or individuals. Computer assisted instruction in library and media related topics by 1984 is likely to be sufficiently available to offer that as a service to individuals seeking self-paced opportunities.

Operational Objective C: To incorporate valid incentives in the structure and implementation of the plan.

Learning through staff development (i.e. internally produced) activities has built-in incentives for both learner and provider. Continuing education, however, requires different incentives to provide motivation for the learner and for the provider. Often barriers block learner and provider involvement in CE. The removal of those barriers may, of itself, offer sufficient motivation to prompt the desired involvement.

An initial and primary activity is to identify those incentives important and valuable to the learner and to the provider. Incentives to each of these groups are not universal in their appeal. Incentives identified through the FLA Needs Assessment Survey do not concur with input gathered early in 1980. Some incentives most often mentioned for the learner include: release time, learning leaves, self satisfaction, travel funds, tuition/fee reimbursement, pay raises, promotion, credit, recognition. Certificates and Continuing Education Units (CEU) were not often mentioned. Those most often indicated as incentives for the provider included: an assured market, access to publicity, income, FTE, active leadership role, accomplishment of related objectives, sense of mission. (Note that some of these incentives do, indeed, indicate a removal of barriers.) Those individuals and groups who support or fund CE also have incentives: increase of productive and capable personnel, raised morale, better library and media center services, guiding future directions for patterns of library services.

Once incentives have been more definitively identified, a coordinated incentive strategy must be built to motivate involvement in CE by learners, employers and CE providers. Such a strategy must promote the availability of appropriate incentives and must prevent mutually conflicting incentives counterproductive to responsibilities and funding within the plan. Phase I can be used to identify what incentives are real motivational factors and how existing barriers can be reduced. Phase II, then, can construct and implement an incentive strategy.

STRUCTURE: ORGANIZATION AND ADMINISTRATION

Overall Objective 3: Systematic approach to continuing education will encourage, maintain and support continuing education for library personnel.

Operational Objective A: To define the principle areas of shared responsibility for CE.

Responsibilities are described in the CE Plan. Agreement must be followed with action to meet these, however. Some duplication (i.e. unnecessary overlap) and gaps will appear during Phase I as implementation begins. Then, changes will have to be identified and negotiated.

The CE Coordinator has the primary role to work with those components that wish to alter their designated responsibilities during Phase I. During Phase II the CE Council will hear and determine suggestions for change or for altered relationships between different components of the plan.

Operational Objective B: To establish the administration of the plan as the responsibility of a central office.

The activities to accomplish this objective are described in detail in the CE Plan. Essentially, the plan establishes a CE Coordinator at the State Library for Phase I to involve the major components of the CE effort. The cooperating components then formulate a CE Council headed by a CE Director for Phase II. The Coordinator is responsible to plan and coordinate the efforts of others, to facilitate communication and to draw the various CE components into working together. The Coordinator, assisted by an Advisory Council, assures responsiveness to both user and provider groups. Working with a governing Council, the Phase II Director continues planning and coordination and communication functions. In addition, the Director will produce CE activities to fill unmet needs.

Operational Objective C: To identify financial and other sources of support for CE.

These activities during Phase I are crucial because without indications that financial and other sources of support are likely, Phase II will not occur. Using some of the resources that have surfaced during the planning year and the commitments made in relation to the proposed plan, the CE Coordinator will issue suggested guidelines intended to test the existence of such resources. With the advice and assistance of the Steering Committee, the Coordinator will suggest that

1. employers commit
    a. release time to staff involved in CE as learners, as teachers and as developers of CE materials,
    b. travel expense or fees for CE events as a line item in library or media center operating budget,
    c. a reserved pool of money designated for employee CE participation,
    d. eligibility of all staff levels for equitable consideration (although the percentage of staff development/continuing education may vary).
2. individuals commit
    a. some personal time to learning efforts,
    b. membership to at least one local and one state association,
    c. time and thought to needs assessment and evaluation processes,
    d. registration fees and tuition for CE activities when participating (tax deductible).

3. associations commit
   a. active dissemination of CE information,
   b. member involvement to offset production cost for developing CE activities,
   c. production of CE at moderate user cost,
   d. a percentage of funding resources earmarked for CE (activities, training of program planners, communication).
4. library schools commit
   a. double the current number of workshops aimed at the CE market,
   b. a contribution to the cost of CE News distribution (includes course and program descriptions),
   c. a designated faculty responsibility to facilitate CE efforts by the school and to provide CE liaison with the Coordinator.
   d. a proportion of faculty time to assist CE efforts as planners, resource people, evaluators, etc.,
   e. a proportion of student research papers and projects related to CE (such as needs assessments, resource inventories, evaluation).
5. Teacher Education Centers commit
   a. distribution of CE News to all media center personnel (includes selected TEC offerings),
   b. TEC director to work with local and regional library and media associations as resource person for educational programming,
   c. use of available facilities for CE activities for library and media personnel.
6. colleges and universities commit
   a. availability of CE unit/office on-campus to work with local library or media associations as a resource for educational programming,
   b. staff and program development fund proposals that develop CE opportunities for personnel of libraries and learning resource centers in the region.
7. State Library of Florida commit
   a. Phase I CE Coordinator position and support staff,
   b. access of Coordinator to State Library communication facilities,
   c. partial cost of CE News production and distribution,

d. consideration of LSCA project librarian's funds for inclusion of staff development and CE provisions as a component of funded projects.

Phase II activities are virtually impossible to envision until the acceptance of Phase I commitments are addressed and modified. Phase II must increase the ability of the program to solicit and obtain special funds from government agencies, private foundations and professional associations as well as to maintain and broaden the financial commitments made during Phase I. Local commitments, strengthened through Phase I activities, will be more able to make commitments in Phase II.

Operational Objective D: To provide an evaluative process for the CE effort.

Such a process will be directed toward gathering information useful to modify the CE effort as well as enable valid conclusions about its degree of success. Most of the areas to be examined are available in Continuing Education Planning Inventory; A Self-Evaluation Checklist, a guide from the Continuing Library Education Network and Exchange. Areas that might well be emphasized include: use of resources; evidences of learner, employer and provider satisfaction; number and quality of CE opportunities offered; quality of library services.

The preferred approach for program evaluation includes the involvement of internal and external perspectives. An evaluation strategy will designate those from whom the information will be collected; methods and responsibilities for collecting, compiling and analyzing the information; and, most important, the purposes for evaluation. Throughout implementation, the importance of stated objectives and identified criteria will be vital in order to be able to evaluate soundly.

During Phase I, evaluation information used to modify the CE effort will be particularly crucial since this is a developmental stage. Formative evaluation information will be directed to the Coordinator and Steering Committee. Summative evaluation information will, after being available to the Coordinator and Steering Committee, be made public and disseminated to major components involved in the program. Suggested modifications will offer guidance for subsequent program decisions; such as setting priorities, communication and altered responsibilities.

Operational Objective E: To establish and maintain connections with district, regional and national CE efforts.

Such connections offer the possibility of exchanging applicable ideas, resources and programs on a broader than in state basis. Through such connections, those who guide the Florida CE efforts will gain from and contribute to national and regional CE, as well as keep alert to developments such as the delivery of CE through telecommunications.

DRAFT PLAN

A CALL TO ACTION

Continuing Education for Florida Library and Media Personnel

by

Barbara Conroy

Submitted for review by the Florida
library and media community

March 31, 1980

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We welcome your comments, ideas and suggestions about this draft. The Steering Committee meets mid-July using your input for the final plan.

DRAFT PLAN
March 31, 1980

A CALL TO ACTION

Continuing Education for Florida Library and Media Personnel

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This document represents an important mid-point of a project proposing a statewide plan for continuing education for library and media personnel in the state of Florida. The project's purpose is not merely to produce a plan on paper of the way things "should be". Rather, the intent here is to propose a feasible approach to address the learning needs of library and media personnel at all levels in all types of libraries. Thus, at this point, this draft is open to your critique--your comments, ideas and suggestions--that will modify the plan before it is put into final form and moved toward implementation. We seek review in terms of inaccuracies in the description of the context (Part II) and in terms of feasibility and anticipated outcomes in the detail of the proposed structure, roles and responsibilities and activities. Those involved in the project invite your comments and questions. Direct them to any Steering Committee member (names on previous page).

PART I INTRODUCTION: PLANNING FOR CONTINUING EDUCATION

Both lay and library literature repeatedly point to the changing nature of our world in general and the increasing urgency and importance of information's role in that world. Libraries are sometimes affirmed and sometimes challenged in their ability to meet the information needs of the society. Those who affirm and those who challenge the ability of libraries to do the job both acknowledge that a library's capability depends substantially on the quality of its human resources, that is, its personnel. Further, the competence of library personnel rests on up-to-date knowledge, specific skills, sound approaches and appropriate attitudes.

The statewide importance of competent library personnel was recognized by the recent Florida Governor's Conference on Library and Information Services (Spring, 1979). Of the 42 resolutions passed there, three explicitly address the need for continuing education to assure the needed level of competence of library personnel, including professional and paraprofessional staff and Boards of Trustees members. The need for continuing education is not new. Earlier attempts made to approach continuing education on a statewide and coordinated basis were stalled by difficulties and constraints, some of which still exist. Consequently, continuing education for library and media personnel often consists of spontaneous, sporadic and uncoordinated efforts of individuals, agencies, associations, library schools and informal groups, each of whom senses a commitment to continuing education. These efforts vary in accessibility, in quality and in the ability to meet the needs for learning.

Continuing education (CE) planning is a part of the 1972 long range library plan and its subsequent revisions. CE is part of faculty/staff development in academic institutions. And, CE is a part of certification requirements for school media centers. Individuals who, in earlier times, made attempts to coordinate these various efforts were unsuccessful.

This project brings together many of the people and organizations involved with the Florida library community. Part of this impetus came as one of the follow-up actions to the Governor's Conference with the appointment of a task force, later designated a Steering Committee, charged with the development of a CE plan for all types of libraries. With LSCA funding, the State Library of Florida contracted with the Florida Library Association to produce an implementable plan that would serve all types of libraries. The Steering Committee determined the way they wished to work out the plan, deciding to employ an outside consultant, Barbara Conroy, to design the plan working in concert with the Steering Committee. Conroy is designated designer of the project and the plan. A representative body, the Steering Committee, advises, guides and directs the progress of the project; is a prime channel for involving the Florida library community; and assures that the plan meets the needs and unique circumstances of Florida.

Although some preliminary work was done before the project officially began in October, 1979, the project's visibility started with the fall FLAME conference where it was twice on the program offering the consultant and Steering Committee a good opportunity to meet with individuals from throughout the state to talk about their ideas for a statewide CE plan. Announcements of the project and invitations to comment and become involved have appeared in regular library and media information channels. From the initial (November, 1979) meeting of the Steering Committee, an initial outline draft was designed and distributed December, 1979, followed in January and February by the consultant's trip throughout the state. This trip contacted 500 people in groups and individual interviews to give visibility to the project and the plan and to collect comments and critique of it.

This second draft is the result of the information from those contacts, some 30 letters received by March and a two-day working session of the SC. Now, the draft will circulate through the state to be considered for individual and group critique from April through mid-July, 1980. Then, the Steering Committee will convene for a working session to give direction for the final plan which will be forwarded to Florida Library Association October 1, 1980, at which point implementation is anticipated.

The development of this plan and the project itself is surfacing CE needs and resources, giving visibility to the CE efforts now made that may be not well known and involving those the plan will affect. A significant result of the project is this first comprehensive overview of CE for library personnel in all types of libraries. This result is, of course, in addition to the original intent of proposing a systematic approach to assure continuing education for library and media personnel in the near and long range future.

PART II OVERVIEW OF THE CURRENT CE CONTEXT

This brief description of the current CE picture for Florida library and media personnel sets the context and identifies the circumstances the plan seeks to address. This section is a capsule review of the general CE needs and resources, the strengths found in today's library community in relation to learning and some of the barriers, constraints and problems that affect learning opportunitites. In addition, profiles of user groups for whom CE is provided are drawn. This part also describes the connections and communications among the significant elements in the CE picture. Together, these elements make up the present framework from which a plan must evolve.

Needs: Needs assessment is vital to CE planning and often the success of CE efforts depends on the degree that an activity meets the perceived need. Specifically, this project does not include a needs assessment although it does address that process in the plan proposed. A recent CE needs assessment survey was completed by Florida Library Association's Ad Hoc Committee on Continuing Education with its results issued August, 1978. The Committee tailored questionnaires to each group and gathered data in 1977 and 1978 on the basis of random 30% samples of five kinds of libraries: public (192), school (250), academic (195), special (50) and institution (15). Response rate was about 60%. Paraprofessional personnel and trustees were not surveyed. The survey "was designed for preliminary use only and should be viewed as such. Follow-up surveys for more specific needs are desirable in any major continuing education planning". (Survey Introduction)

This survey does, however, offer useful guidance to this statewide plan and to others responsible for planning to meet learning needs of specific groups for, in addition to indicating prime areas of need and interest, it identifies the formats preferred and other data. The results reveal a collective picture of respondents in terms of their education, experience, job responsibilities and incentives. This survey and its results do not seem to be widely known.

The results of the Florida Library Association (FLA) study were, in most instances, confirmed by the Steering Committee members and the informal input gathered during January and February, 1980. In general, topics are very diverse with some needs common to various geographic areas and types of libraries and media centers, others unique. The levels of need vary with some seeking introductory awareness, others wanting basic skills training and still others interested in advanced depth. A major need not revealed by the survey but strongly emphasized in the input to our statewide planning is the need for information about existing CE, felt by some to be almost more important than the need for additional CE activities.

No other formal needs assessments have been found in the course of this project. Mostly, informal means of assessing needs prevail: individuals view their performance in relation to their job responsibilities; supervisors assist staff (and themselves) to accommodate staffing changes, new technology, and organizational development; committees and caucuses of the library and media associations "sense" member needs; library schools and the state library observe and respond to requests and demands they receive as well as to react to their organizational missions. Once needs are identified, internal staff development efforts are moved into place or, when that is not feasible, CE opportunities outside the library are sought. Participation, then, depends on personal and organizational constraints such as the required time, travel, funds and schedule.

Once the desired CE topic and format are available at the appropriate level of learning sought, certain criteria are then "needed" in order to make a decision to take advantage of a specific CE opportunity. Important criteria indicated as essential during the January-February input, though not so strongly brought out by the FLA survey, were the following:

local access and delivery,

sufficient advance information to enable knowledgable selection,

practical, closely correlated with type and level of job responsibilities,

quality learning experience with expertise in topic and delivery method, and

short term activity at nominal cost.

Opportunities that do not meet these specifications are less likely to be selected and attended, even though they may meet the indicated "need", because of ease and convenience and the amount of personal and work time and funds able to be committed.

More specific needs for CE are indicated in later sections of this part, primarily under the various types of libraries and media centers.

Resources: Resources most often thought of are specific CE events and activities in the most frequently offered formats, such as workshops, conferences or courses. However, correspondence (i.e. home-study) courses, library literature, audio or audio/visual materials and information packets are also produced, sometimes in conjunction with workshops and conferences, and become helpful learning resources. In addition, other resources become helpful or essential supports to learning: equipment and facilities, technical assistance for educational programming and conference management, personnel to serve as speakers and panelists, and the use of channels for disseminating information, such as telecommunications facilities and mailing lists. No overall inventory of these resources exists. One of the results of this project is to surface some of these major resources so they might be more visible and, thus, more systematically used by CE planners throughout the state. More specific resources are indicated through this Part in various sections. The plan, further, addresses the need for a comprehensive resources inventory and establishes a mechanism to do that.

Those seeking opportunities to learn the personal and professional knowledge and skills needed on the job can either tap the internal staff development resources in their own library or media center or, failing that, use the CE opportunities offered externally. For some, this may mean time and travel to a nationally sponsored conference or workshop, course work at a distant college or university or a self-designed learning project. This project asserts that each of these are viable, valuable ways to learn what one wants to learn. The prime focus here, however, is on those CE resources available within the state.

Presently, in Florida, CE opportunities (that is, learning opportunities outside the library or media center itself) are mostly provided by:

- inservice programs within school districts
- the State Library of Florida
- library and media associations at local, state, regional and national levels
- colleges and universities, including library schools
- Florida state and local agencies.

Each of these providers seeks, first of all, to address the needs and interests of its prime constituents and to meet the provisions of its organizational mission. Continuing education is often used as a means to reach other organizational objectives. Each provider has independent policies and procedures, commitments and requirements based on its structure, leadership and funding sources. Occasionally, cooperative efforts bring together two or more providers and blend constituent groups.

A list of resources identified informally through this year-long project will be forwarded to the Florida Library Association and the State Library before the end of the project. Such a list, together with other information held by each organization can form the core of the resource inventory mentioned above and in Part VI.

Profiles: Significant components of the current CE context are the CE participants (i.e. the learners) and the providers of CE opportunities. From present and potential learners come the needs around which CE is planned and produced. The CE providers, in turn, direct available resources to responding to learning needs of individual library and media personnel and of libraries and media centers as organizations. Each librarian, media specialist, paraprofessional, support staff member or trustee performs his/her responsibilities within an organizational setting, just as does each CE provider. Organizational circumstances (structure, decision-makers, scope) may enable or hinder CE involvement. In this section, profiles of each type of library and of the major providers of CE and drawn as essential parts of the Florida library picture being addressed by this plan.

Library Profile: School Media Centers. Elementary and secondary media centers are the responsibility of the local school district with state coordination and direction through the district media supervisor. General policy formulation statewide is determined by the Department of Education, Division of Public Schools. When such policies concern only media centers, they are determined by the School Library Media Services offices. Media specialists and paraprofessionals totaled 2100 people in 1978-1979 in relation to 85,000 teachers. In addition to administering the media center, media specialists often also teach in classrooms or provide specialized instruction. Staffing in most schools is with masters level degreed personnel although some media centers are staffed solely with paraprofessionals, aides and technicians.

Media specialists are included in the State Department of Education's inservice education* provisions which require recertification every five years, for certified administrators, nonteaching personnel and teachers, including library/media personnel. Presently, the CE requirements specify 6 semester hours of college credit and 120 inservice education points every five years. Since CE participation is mandated, statewide efforts are made to enable school personnel to meet the requirements. Thus, the mechanics for CE (i.e. inservice) exist with incentive provided, responsibilities defined and funding furnished.

The major providers of the CE available are the 45 Teacher Education Centers (TEC) located in all but two districts. Through Advisory Councils appointed by school district boards, TEC's develop policies, procedures and budget. Teacher Education Centers act to facilitate and coordinate the available resources more than to perform the actual delivery of services. A TEC can produce learning activities using its own staff or those from outside contracting out with approved providers such as colleges and universities. Or, the TEC can determine what activities from sponsors other than the TEC are eligible to allocate the required inservice points.

Each TEC develops an annual master plan, submitted in July, that includes the components anticipated to be needed for personnel in that district. Media specialists can be involved in the development of these plans within the local school districts, helping to determine the content of the plan's components. Within boundaries established by the Department of Education and the TEC's policies, each media specialist selects learning opportunities from those eligible on the basis of personal interest, anticipated value and the need for recertification. Formats for these activities vary from courses to workshops to information meetings and usually the charge to the learner is nominal or nonexistent. Depending on local policies, these learning events are often open to interested non-public school people, for example, librarians interested in children's literature or paraprofessionals responsible for audio-visual programming.

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*Although termed "inservice" education, the learning activities usually occurs outside the media center in the local or regional area. Thus, these learning activities are included in this plan for CE.

Funding for the activities and staffing of TEC's comes through the Florida Educational Finance Program which allocated to districts $5 per unweighted full time equivalent (FTE) student. Of this basic allocation, $3 goes to TEC's. This reflects the state commitment to "training of personnel employed in local school districts". In 1977-78, for example, over $9 million was spent on inservice with over $8 million of that from the FTE allocation. At the present time, student population (and the allocation base) statewide is stabilizing, but districts consistently spend more for inservice than is generated through the statutory policy. Supplementing the allocation basic are funds from participating schools in the school district itself and funds from federal and state programs and priorities, such as bilingual and enviromental education, that include financial resources for both instructional and non-instructional staff.

Florida policy explicitly declares that needs are best determined at the local school and school district level. There, self-study committees are required to assess needs for Master Inservice Planning. Statewide priorities must also be considered, however. Evaluation is also done locally with some state involvement and direction.

Media specialists responding to the FLA Needs Survey indicated that they were most interested in current trends, integration of media program activities with other school programs and developing motivational activities to enclourage use of the media center and its resources. They were not interested in supervision, computer applications or visual literacy. Prime incentives for them were improving general professional knowledge and personal satisfaction and salary increases. They preferred formal courses and workshops and did not wish correspondence courses.

The public school system, by mandating CE requirements, assures participation. Several media specialists and paraprofessionals indicated, however, that the CE opportunities offered were often not directly enough related to their day to day responsibilities and that, though their interchange with others in the school system and district were good and valid, they missed similar opportunities for exchange with other librarians from other types of libraries. Media specialists often work in short staffed circumstances and find it difficult to leave during the work week. Summers are preferred for scheduling extensive involvement.

Private schools have grown in number in the past decade. In general, they have smaller media centers and fewer staff than public schools. Although each has substantial autonomy, a statewide policy forming board, Florida Association of Non-Public Schools, preforms a coordinative function.

Those media specialists wishing to affiliate with state associations usually select Florida Association for Media in Education (FAME). At the local level, country and regional media associations have been formed such as the Broward County Association of Media Specialists and, often, county library associations include media specialists in their membership.

Library Profiles: Academic Libraries. College and university libraries can be divided into a number of categories. Although the library management within their libraries does not differ greatly, the campus and, in some cases, the statewide structures within which they are set differ a great deal. The nine universities in the state university system follow policies include the designation of primary interest areas in terms of both discipline and topic. Evenso, some policy areas and related procedures are determined by the individual university.

Private colleges and universities are also dispersed through the state. Their policies and procedures are formulated by their independent governing body and administration. No formal structure exists for their statewide coordination although informal joint planning and review is sometimes done among private institutions and with campuses within the public academic network.

The 28 community and junior colleges have some statewide coordination with each other effected through the Department of Education, Division of Community Colleges, but they are primarily autonomous in their college and, to some extent, on their campus. Community colleges are well dispersed throughout the state and have divided into five regions in order to deal with common concerns regionally. One example of this is with the Learning Resources Standing Committee, active on a regional basis and coordinated with each other on a statewide level through the Council of Instructional Affairs.

In 1977-78, 610 academic librarians had the MLS and 1012 technical staff worked in academic libraries. Given the above described variations, no generally applicable statements about CE for library personnel is valid. Policies and budgeting vary tremendously although in most cases personnel can take courses within the system they work either free or at a reduced rate. Some libraries and learning resource centers have staff associations concerned with staff development, usually with a focus either on professional or paraprofessional levels rather than both together.

University libraries tend to define more explicitly the requirements and expectations held for job-related learning. Sometimes, there is pressure on professional librarians for a second graduate degree in a specialty or for being involved in association activities at the national level. CE is, in some cases, related to promotion and salary. Academic library personnel wishing to be active in Florida association work usually join FLA and/or the county association, although the latter more rarely.

Personnel in learning resource centers in community colleges also include professional, paraprofessional and support staff categories. Areas of specialization are, in some cases, pertinent in relation to a discipline or educational technology. General public and technical are the major focus of most staff, however. All levels of staff are eligible for staff and program development funds to assist them with doing special projects or engaging in a particular area of learning. Other than these funds, CE is the responsibility of the individual within the bounds of library policy, which is, again, congruent with college policy.

Until July, 1979, community college learning resource center personnel were required, along with faculty, to be certified. Now, a certification process can still be required but will be the province of the college with criteria set at standards and procedures that level.

Many community college professional and paraprofessional staff members are active in local county associations. Others, with a statewide focus, usually join FAME or FLA, depending on their particular interest areas. In FAME they have active roles on committees and in the leadership, but not significantly in FLA at the present time.

FLA Needs Assessment Survey indicates that three fourths of the academic respondents were motivated to CE to improve general professional knowledge and personal satisfaction. Short course or institute is preferred; they would be willing to travel up to 75 miles and pay 25% of the cost and contribute their own time. Prime areas of interest and need included: specialized search services, computer applications, personnel evaluations, current issues and technical processing systems.

Library Profile: Public Libraries. Public libraries are county or city based in terms of their funding and service area. Linkage with the county or city government varies from place to place, but a director administers the library. Boards of trustees serve usually in an advisory capacity although in some cases they have broader powers. Staffing usually consists of professional librarians (defined as having a masters degree in librarianship from an ALA accredited library school), paraprofessional staff (often called library technical assistant and possessing certain essential skills) and support staff (for clerical, maintenance and paging tasks). In 1978-1979, 491 public librarians had the MLS degree, 305 were paraprofessionals and 1534 were technical/clerical staff.

Learning opportunities for library staff vary widely in terms of inhouse staff development activities. Many public libraries are small, dispersed throughout the state, and have few chances for shared learning opportunities or internal staff development. Other libraries have sizeable staffs and relatively formalized staff development policies, procedures and funding, including allowing staff release time, tuition subsidies and travel funds to take advantage of CE offerings outside the library. In almost all instances, however, staff development within the library is largely designated as the responsibility of the supervisory staff. The governing unit within which the library fits sometimes requires and/or provides training opportunities applicable to library personnel at some or all levels. In some cases, learning, even though job related, is expected to be the personal responsibility of the individual, or the benefits offered to encourage participation are reserved only for upper level personnel.

The only statewide coordination of public libraries is effected by the Department of State, Division of Library Services (i.e. the State Library of Florida), which has prime responsibility for assisting public libraries and does so with a number of services such as consultant field services, LSCA funding an interlibrary loan network, special materials and CE. Public libraries serving institutions such as mental hospitals, training schools, hospitals and prisons are the chief responsibility of the government agency concerned with the institutions, but the State Library is charged also to serve them in a number of ways, mostly concerning library functions.

FLA Needs Survey results indicated that the highest ranked public library interests were in the management and administration areas, budgeting, personnel, staff development, adult services and collection development. Little interest was expressed in computer applications or technical processing. Most respondents indicated that their incentive for participating in CE was to acquire a higher position and to improve their general professional knowledge and personal satisfaction. Preference was expressed for workshops and courses for credit and most people would be willing to pay from 50% to 100% of the CE cost and to travel 75-200 miles to participate.

Public librarians and paraprofessionals, when wishing to be active in library association work, usually join FLA and/or a county library association, such as Palm Beach County Library Association or Alachua Library League. Many are in leadership positions in association work.

Library Profile: Special Libraries. Special libraries are those that serve agencies, organizations, corporations and private institutions. In 1978-79 there were 143 special librarians in Florida. Their prime function is to serve the organization and the governance, funding the policies are, in each instance, unique. Special library collections are generally wide ranging in format but specialized in subject coverage. Special librarians often have access to high information technology. Frequently, these libraries have small staffs that are specifically trained and focused on the specialty of the library. Thus, staff development opportunities in the library are, at times, not feasible. Special librarians typically work closely with several levels of the organization.

Presently, requirements for most special librarians are as demanding as for other types of libraries. Often a subject specialty is as primary a requirement as is preparation in library work. CE is often very important since the job of the special librarian is so wide ranging in the number of tasks to be performed. Often, special librarians complete their masters level work after rather than before assuming their position. Some special librarians, such as archivists and medical librarians, are credentialed by their own speciality association and, in most cases, that includes CE requirements.

Special librarians are often not included in the regular channels of communication among public libraries or media centers. However, they practice personal and, often, hardware networking to exchange information needed on the job. Mostly, their connections are within their regional area with other special librarians or throughout the state (and sometimes nation) with others in their particular specialty area. Many join the Florida Chapter of the Special Libraries Association as their major association affiliation. In addition, many affiliate with special interest associations such as the South Florida Searchers and are active in local county association activities.

From the FLA Needs Assessment Survey the areas of highest need and interest were specialized search services, knowing about national or regional resource programs, budgeting, and development of staff manuals. The chief incentive is for general professional knowledge and personal satisfaction. Workshops during working hours were preferred. Except for credit courses, few would bear more than 50% of the cost of any method.

These brief profiles of types of libraries and personnel must be understood to be general descriptions with many significant exceptions. Additional differences among these types of libraries are described later and revealed in terms of their significance more than these profiles can individually show.

Profiles of the major resources and providers of CE are equally brief but, like the library profiles, serve to identify an essential part of the current CE context into which the proposed plan is set. And, again like the types of libraries, each CE provider and resource differs in its governance, mission and funding patterns.

Resource Profile: State Library. A Division of the Department of State, the State Library of Florida under the direction of the State Librarian works with public libraries in communities throughout the state and arranges cooperative programs and coordination with library service in state institutions. Within its province are cooperative efforts and coordination with academic and school library services and it is legally sanctioned to "...upon request, give aid and assistance, financial, advisory, or otherwise to all school, state institutional, free and public libraries..." (Florida Statutes #257.04 [2]). Added to its five-year plan in 1978 was an affirmation for its "major responsibility for leadership in continuing education programming by developing a long range continuing education plan for Florida". (Section 12.117) At present, the State Library furnishes much liaison and coordination work for this project.

Most often, in addition to its specific CE activities such as workshops and grants, the State Library acts informally in a coordinative role among all types of libraries, state agencies, associations and library schools, now extending this coordinative function to CE. More specifically, in relation to CE, the stated objectives of the State Library are to: 1.) assess CE needs for personnel in public and institution libraries; 2.) be aware of CE sponsored by others; 3.) encourage, aid and coordinate CE efforts of other agencies and institutions; 4.) distinguish between public and institution responsibilities for staff development and the state's long-range program for CE; 5.) clarify the state's responsibility for a CE program. (Paraphrased from "State Library Objectives in Continuing Library Education" of March 22, 1979.)

Within the State Library, CE efforts are closely coordinated with related functions such as consultant specialties and geographic responsibilities assigned to staff. Needs for CE are informally assessed, as are needs for other services, on the observation of field consultants, the requests from library personnel and State Library priorities. Many CE efforts fall within the regular function of assigned personnel although some are financed from state sources or from federally allocated LSCA funds. Recently, activities related to the development of this project and an initial clearinghouse function have been centralized as a portion of one individual's time.

Specific CE activities of the State Library include the following:

- develops an annotated listing of CE activities in Florida and the Southeast,
- sponsors and co-sponsors workshops in needed topics in various areas of the state,
- gives technical assistance and consultant help when asked for the development of learning activities or materials being produced by other groups,
- offers annual orientation for project librarians (those 80+ public and institution libraries receiving LSCA project funds),
- provides, through field consultants, informational materials and basic skills help for library directors, particularly those in rural areas,
- makes available grant money for professional training (i.e. CE) of public and institution library personnel and State Library staff,

- maintains collection of library literature materials available for use by library personnel in the state,
- distributes audio-visual educational programs used for Friends, Trustees and lay groups, and
- houses evaluation information and instructional materials designed for specific workshops.

In addition to these activities, the State Library staff, itself, requires CE to maintain the desired level of competence and meet the demands of new programs and organizational developments.

Resource Provider: Library and Media Associations. Associations serve many CE needs of library and media center personnel at state, regional, local and national levels. At one level, associations offer the opportunity for an informal learning exchange and a forum for mutual problem solving in relation to work concerns. In addition, some issue publications (journals or newsletters) that feature items of particular concern to members and often contain listings of CE opportunities relevant to member needs. Associations usually perceive a commitment to CE and sponsor or co-sponsor CE activities, such as conferences, workshops and other learning-oriented programs.

Statewide associations include Florida Library Association (mostly public and academic librarians), Florida Association for Media in Education (media specialists from school and community college libraries, instructional designers and district media supervisors), Special Libraries Association - Florida Chapter (special librarians), Florida Vocational Library/Media Association (media specialists in vocational education), Florida Medical Library Association (medical librarians) and Catholic Library Association - Florida Unit (personnel from Catholic institution libraries).

Local and regional concerns are addressed by groups specialized by common interest and/or geography, such as the South Florida Association of Law Librarians, the Tampa Bay Library Consortium, the South Florida Searchers and the Florida Searchers Group (north Florida). Active in many areas are county associations, such as the Alachua Library League, Gainesville, and the Hillsborough County Library Association, Tampa. These often include personnel from all types of libraries. Although different county associations in the same county address their special interests, they, at times, collaborate on CE meetings and efforts. For example, Broward County Library Association may work with the Broward County Association of Media Specialists and the Dade County Library Association sometimes co-sponsors activities with the Dade County Law Librarians Association.

In addition to national associations with state affiliates or chapters, some national associations such as Medical Library Association and Special Libraries Association offer CE programs they have developed elsewhere for use at state or local levels. Usually, these workshops have been given elsewhere and meet a given standard of quality. Yet, rarely are they restricted to association members in terms of who can attend. In the future, it looks likely that associations such as American Library Association and Southeastern Library Association, who have become more CE conscious recently, may be more active in delivering CE at the state level.

Similarly, two state associations are addressing local levels. Special Libraries Association Florida Chapter has formalized its regional contact network which connects local areas with the state association and increases its ability to be responsive to local needs. Florida Association for Media in Education is now developing an affiliate network to facilitate communication and information dissemination.

Interests of two special interest groups are not so obviously met. Trustees of public libraries are active through the Trustees Caucus of Florida Library Association. Their CE needs are mostly met at state and regional levels through efforts of this Caucus and the State Library. The other group, paraprofessionals, have no single association to meet their interests and needs. The Council on Library-Media Technical Assistants (COLT) is nationally active but has no statewide or local effort in Florida although some individual library and media personnel are members. Although paraprofessionals can join most county associations, most state associations, Florida Association for Media in Education for example, allow only affiliate membership for paraprofessional members.

The strength, ability and commitment in relation to CE of each association is determined, for the most part, by its leadership at any given time. Continuity is difficult to maintain since officers and committees change with elections, usually held annually. CE is often a major membership incentive and promoted as such by associations as they suggest their meetings and conferences will serve to update members as well as offer the chance for social and professional exchange. Some associations are more active in sponsoring structured CE in addition to these informal opportunities.

Needs assessment is almost always informal and depends on special interests, available resources and circumstances more often than on a careful analysis of need. Funding for those that participate in association work as officers, committee members and active members is sometimes personally financed and on personal time and sometimes employer subsidized. Associations often co-sponsor CE efforts with each other, colleges and universities, library schools or the State Library to offer a more substantial pool of resources. Usually, however, associations as CE providers rely on the ability and proclivity of their officers and committees for the existence, direction and intensity of their CE efforts.

Resource Profile: Colleges and Universities. Academic institutions offer formal credit and non-credit courses traditionally intended for preservice education or for an educational base from which to move to specialties. On many campuses, however, typical college-age enrollment is dropping and CE offers a new market for full time equivalent (FTE) students among lifelong learners, those who wish to return to school and place-bound, part-time students.

The state university system includes nine public universities. A single governing body, the Board of Regents, sets statewide policies, planning and coordinating patterns. For each university, a chancellor heads the university's self direction in the areas reserved for its autonomy. Inter-institutional groups address areas of interest common to all universities, such as libraries and CE. These groups may make recommendations to the appropriate councils and then to the Board of Regents which forms policies that are then submitted to the Department of Education, Division of Universities.

A "Statement of Philosophy, Goals and Objectives for Continuing Education in the State University System of Florida" (1978) offers an overview of the stated position of the State University System. Florida Statutes (240.043) direct the Board of Regents to "develop a program of continuing education" and to "recognize continuing education both on and off campus as a normal function of the universities in the university system". Further, the Department of Education has authorized the Board of Regents to "Coordinate credit and non-credit extension courses in all fields which the Board shall feel necessary". Institutions are charged to recognize continuing education as an integral part of the institutional structure and mission.

Each university, except for University of Florida (UF) and Florida State University (FSU), has a specified primary service area. However, for specialties, such as dentistry or agriculture, a university may be assigned additional service areas or even statewide responsibilities. FSU and UF both have statewide responsibilities.

As part of its commitment to CE, each university, has a CE office that serves to coordinate efforts by departments establishing CE offerings. This office may offer help with programming and/or logistics or, like FSU's Center for Professional Development and Public Service, it may itself offer courses, workshops and in-house delivery on a variety of topics, many useful to library personnel. Each CE office has its own procedures and policies, but must work within the bounds of the state university system and the university itself. Generally they assist schools and departments produce CE for specified clientele at the request of the department. Credit courses strain the human resources available; non-credit courses must be self-substaining.

The state university system includes two graduate library schools with American Library Association accredited programs: Florida State University (FSU) in Tallahassee and University of South Florida (USF), in Tampa. FSU offers the doctorate. In addition to their preservice education focus, each has asserted its commitment to CE and extended selected courses in their regular program to new geographic locations, designed and produced short courses and workshops and cooperated with other groups in developing or sponsoring CE activities.

Both schools have extended their geographic reach beyond their home campus. For example, USF offers programs in Orlando and Boca Raton (on the Florida Atlantic University campus) enabling many students to complete the MA program without coming to Tampa. In addition, some courses have been offered on USF regional campuses in St. Petersburg, Sarasota, and Ft. Myers. FSU offers its degree program currently in Miami (Tamiami campus) and in the past has done so at Jacksonville and Gainesville.

When offered, these courses are primarily focused on the degree-seeking student and regular enrollment policies and academic standards apply equally to these off-campus degree programs. Regular course offerings not specially designed for the practitioner can be useful and, in some cases, "special students" can enroll. Designed for the CE student particularly are the short courses and workshops, many of which are located off the home campus and some of which are replicated around the state. Both schools offer these for credit or non-credit. These and other library school CE efforts sometimes are contracted for by Teacher Education Centers for use by media specialists.

Additional extension of these opportunities by library schools is prevented by administrative costs, stretched limited faculty resources, insufficient numbers of students. Offering CE through the CE offices at the universities is often expensive to the department and requires extensive lead time as well as numerous specialized procedures.

The question has been raised concerning to what extent MLS degree programs can be defined as CE for the practitioner. Until recently, regular degree programs in librarianship, as in other fields, prepared people for entry into the field or to move from paraprofessional to professional rank. Thus, such programs are the regular province of higher education institutions and are distinct from and have a value different than what practitioners usually seek as continuing education.

The community college system serves the state through the 28 main college campuses, and, in addition, often has additional campuses affiliated with the main one and many off campus instructional sites through which courses are offered. Some colleges offer basic library skills courses such as library technology, media technology, multi-media communications. Topics in other disciplines, however, can also be helpful to library personnel. These include management, supervision and financial management.

Similar to the state universities, each community college has a CE unit, an office that works with academic departments and the community to discover and meet needs in the area. Community service emphasis is strong in these colleges and, in some cases, depending on skills of individuals and policies of the particular college, help with educational programming and conference logistics may be available.

Special funds are earmarked (2% of the operating college budget annually) for staff and program development (SPD). These come from the state to each college and the college may then re-allocate it by campuses if it so elects. These funds go to all staff levels, including library staff, to support the development of programs and/or staff. In some colleges these funds are designated from adminstrative levels. In most, however, these decisions are made by a committee that reviews proposal statements from faculty and staff who have ideas for projects or wish to engage in a particular learning effort--a course, an institute, a special effort to be planned and accomplished. In 1978-79, some $3.6 million dollars was in the statewide fund. Each college has a five-year "goals plan" for the distribution of these moneys and the plan is reviewed annually.

Community colleges nationally are locales for training of library/media technical assistants (LMTA) as paraprofessionals for libraries and media centers. Presently, in Florida, no such program exists. At one time, six such programs were available but the last one, Polk Community College, ceased their program in 1979. Though paraprofessionals are increasingly used in libraries (for example, Florida Standards suggest 35% and 65% paraprofessionals as a desirable ratio), employers offered the same salaries to trained and untrained applicants so there was no incentive to seek the training and the program ceased for lack of enrollment.

The relatively few private colleges and universities are independently run. About a dozen are accredited.

Over 30 vocational-technical centers are located throughout the state. Courses are skills building, taught by persons with on-the-job experience. Career counseling is available as is evaluation and testing.

Advantages of using colleges and universities for CE as reported by library and media personnel include: their openness to all types of libraries, indepth learning, standardized content, availability of student counseling and academic credit. Disadvantages may include distance to be traveled, the prerequisites required, the focus on theory rather than practice, the cost, the time span of courses and the academic procedures. In appealing to the CE student, both private and public colleges and universities are tending to:

- extend their regular program offerings to off-campus locations,
- use outstanding practitioners as instructors,
- schedule to allow working students to take courses,
- ease enrollment restrictions and procedures,

- offer new packaging such as workshops, conferences, short courses and seminars that are more attractive for working learners.

In each instance, however, regular course work in degree programs is still a primary mission and priority of colleges and universities.

Resource Profile: Agencies. Florida state and local agencies other than those directly concerned with libraries and media centers are also sources of CE opportunities for library and media personnel. Locally, personnel departments or training sections in municipal and county governments may offer learning activities in areas such as office skills, budgeting, supervision. These are likely to be available, easily accessible and often relevant to public library staff at several levels. Likewise, staff in special libraries can often use training and development opportunities offered through the organization and can often request that specific interests be addressed. Academic libraries can tap university-run staff training programs, particularly at paraprofessional and support staff levels. These, too, are sometimes available and relevant to media centers as well as those in community colleges.

Local community agencies and organizations include educational programs in general areas or personal skills. These are usually not expensive and are easily accessible because of locale and scheduling. Courses in interpersonal communications, group dynamics and basic management skills can be helpful in library situations.

The Department of Education's Division of Instructional TV has an extensive collection of audiovisual programs that are loaned for CE individually or in groups. This service is open to school districts, institution libraries and community colleges. The materials come from commercial sources and educational institutions and cover a wide range of topics. The division bases its collection on needs assessments done at local and regional levels. In addition to its collection, the Division has programming expertise and the capability of making multiple copies of videotapes.

Begun in 1979, the Educational Information Center (EIC) Program works through the Center for Career Development Services (CCDS) network which has provided educational and occupational information for ten years. Together, these two programs offer services helpful to library and media personnel. The service has recently been expanded to provide occupational, academic program, and student financial aid information. A Human Resources Directory is being worked on and CCDS periodically inventories agencies and institutions that provide postsecondary educational opportunities. EIC services include assisting the student define educational goals and objectives, identify traditional and non-traditional learning opportunities available, provide information on the costs of postsecondary education and sources of student financial aid, and generally inform people of the quality and diversity of educational opportunities available. Access to information about their services can be obtained on a toll-free number.

Resource Profile: Proprietary. Entrepreneurs are active in the CE market. Some deal within a narrow specialized framework but others offer seminars, workshops, institutes and audio or audiovisual learning programs applicable to many fields. Examples of these firms include University Associates, Inc., Practical Management Associates, Inc., and Applied Management Institute, Inc. They offer programs in time management, motivation techniques, negotiation skills, supervision and management skills. These are often scheduled well in advance and regionally distributed throughout the country. If a group is interested in a topic, direct contact with the firm opens negotiations for additional sites and times than those already offered. Many of these sessions are on tape cassettes and available for study groups to use at a fraction of the cost of the full session attendance.

In most urban areas, skilled individuals involved in training and development or education fields are available to tailor a learning activity to a particular group's special needs. Basic information seeking techniques can often surface many in a given area. Two resources that include members skilled in training and adult education methodology are the American Society for Training and Development and the Adult Education Association. Local colleges and universities are often sources of individuals who work independently as well as within the academic structure.

Vendors, that is, suppliers of equipment and systems, are often available to do inhouse staff development once their product is placed in a library or media center. In addition, they are willing to offer programs about their product to groups who may be potential purchasers. Demonstrations are often part of such programs and may include hands-on opportunities.

Communication and Connection: Examining this context--the libraries and media centers and the CE resources available to answer their learning needs--reveals varied patterns of decision making and control and coordination among different types of libraries. Although they share a common mission, to give competent library and information service to their clientele, library and media center personnel are not cohesive in their demands for and use of CE resources. As might be expected, the relationships and linkages are more prevalent within each type of library than they are between the different types. Again, profiles by type of library are used, this time to describe the apparent patterns of contact and communication. Concluding this section are some observations based on limited contact with a small sample of individuals and groups.

School media centers, by preference and by circumstance, appear, in some ways, to be the most self-contained of the four types of libraries. Day-to-day relationships of media specialists are with the teachers, administrators and other media specialists in the school district. Learning opportunities through inservice (i.e. CE) connect the same groups again within the district or, in some cases, with others in the same TEC area. Communication channels are through the district organizational lines and focus mostly on the world within the school itself, at times extended to include the Department of Education at the state level. Some day-to-day work connections are with the public library or local college or university. Through students and teachers as well as prompted by individual interest, media center personnel relate with the community in which they live and work. Summers are often given to CE involvement and relating with other types of library personnel more common then.

Media specialists active in FAME come into formal and informal contact with community college library personnel with a focus on mutual interests. Those with national interests may belong to the Association for Educational Communications and Technology (AECT) or the American Library Association (ALA) there contacting other segments of the education media and library worlds. In some areas, local media or library associations are active and may or may not include public, academic and special library personnel, professional and paraprofessional. The FAME Media Quarterly is the prime channel for FAME members although FAME's proposed local affiliate network may offer additional opportunities to connect media specialists more easily on a local basis with each other in both schools and community colleges as well as with media specialists beyond the local area.

College and university library personnel have structural barriers between them. Both are connected through the Department of Education, but administratively divided within the Department into two separate divisions. For community colleges, other organizational communication connections are through the community college districts and the four regions in addition to campus and college links. Within their libraries, personnel seem to share information freely and to work actively as a network with colleagues in other colleges and campuses particularly within their own district.

Community college personnel at all levels appear to bridge many of the divisions of the library world. They utilize materials in disciplines and thereby touch the university communities, they have media interests and skills and thus have points of connecting with school media centers, they have strong community involvement and thus touch the public library. Their environment fosters innovation and creativity in dealing with the many challenges that arise leading them to make contact with individuals, groups and organizations outside the usual structure. They have no one associational home but, within a staff, FAME, FLA and SLA, Florida Chapter are usually all represented. In addition to their inclination to be active information gatherers in personal and informal ways, they have a number of channels through which they can receive CE (and other)information.

University library personnel include subject specialists as well as those concerned with general reference, technical services and bibliographic intruction. The university library, with some exceptions, tends to be contained with the academic community relating on a daily basis with faculty, administration and students. University libraries tend to have a clear distinction between professional and paraprofessional personnel. In some places, staff associations bridge this division but this is not a consistent pattern. Personal communication channels exist and are used but usual information channels into the library are limited by fewer points of access. Once information is in the library system its dissemination is unpredictable. University and public librarians sometimes establish connections but usually on the basis of the people rather than the policy. University library personnel active in FLA are well integrated with public and community college library personnel in the leadership structure. Participating in FLA conferences is a consistent link with public librarians as is Florida Libraries, the FLA publication. A significant minority of university librarians are involved in SLA Florida Chapter and receiving SLA Bulletin. Some county and local library associations contain active university library personnel.

Special librarians are very focused on their specialty area. They build and relate with active personal networks to share information of mutual interest and concern. They tend to be self-reliant. This, in turn, provides a base of a network for passing information about CE. Except for institution libraries, most special librarians have little connection with state government and those channels of communication. Most are members of SLA and often of special interest group such as Florida searchers or associations of their specialty area. Thus, they individually know about and tap a wide range of CE providers, sharing that information with each other. Though a minority, they are often an active part of local library associations.

On a day-to-day work basis, public library personnel relate strongly with their community. They connect with local college and university libraries where available, less often with school media centers and special libraries. Within public libraries, the professional/paraprofessional split is often evidenced. Most public librarians active in associations are FLA members and/or work in county library associations. Thus, local association newsletters and Florida Libraries are major sources of information. Personnel have a number of connections with branches within their own system, less so with nearby public libraries and seldom actively connect with other public libraries across the state other than in conjunction with association efforts. They connect with state government through the State Library receiving information, consultant help and sometimes funding. Trustees connect with the library world primarily through the director of the library and sometimes with the State Library for information they need to do their job.

Within each type of library blocks and barriers often impede the internal information flow preventing personnel from knowing about or taking advantage of CE opportunities. For example, direct mail and other announcements arriving on an administrator's desk may never be circulated to interested personnel able to make most use of it. In circumstances with less active personal networking, shared information about CE is diminished since less such information enters the channels for dissemination and, again, there are fewer opportunities to discover and connect with learning opportunities.

Although many learning needs may be held in common, associations have made no deliberate efforts to establish means to connect the various association CE information sources. Each, within space and deadline requirements, gives its known CE information through its publication. Meetings, particularly at the local level, share that information and that fact is often an incentive to joining and attending. But, again, much depends on individual initiative, interest and ability to seek and share such information. Individual capability and formal lines of communication working in concert offer the best possibility for collecting and disseminating CE information. Formal lines of communication can be within the structure of the umbrella organization or of the library or media center itself or of associations. For example, the free lance librarian or media specialist, the currently unemployed and those working within private school, college or university libraries are most often without the regular channels of information and membership in associations is the only recourse in addition to building a personal network.

No single source exists to put CE information into or get it from. Neither is there a central communications point about matters other than CE that concern library and media personnel, no point to gather and disseminate it. The organizational frameworks of each of the types of libraries differs and few are the links between them. Associations, in some instances, build links between the different types of libraries but often do not use that factor to good advantage in disseminating information about learning opportunities. With few linkages between types of libraries past issues of turf and visions of differences tend to continue. With specialties remaining separate, potential CE providers (who, interestingly enough, have little linkage among themselves) are dissuaded from producing CE because of it being an apparently small market base with high marketing costs to "sell" the product.

Strengths and Barriers: In the current CE context, certain strengths and barriers can be identified. Both will be significant in the implementation of a CE plan. The former can aid a systematic approach to CE and the latter can impede such an approach. Any plan proposed will have to take these into account and one possible measure of any plan's success could feasibly be to explore to what extent the plan utilized the strengths and overcame the barriers.

Strengths in Relations to CE:

1. The single most significant strength is the number of skilled and inventive people working in good libraries and media centers. Individual and organizational initiative as well as interest has evidenced commitment to quality library service to cope with the changes facing libraries and media centers.

2. A strong sense, often expressed, that CE is becoming evermore necessary to "keep up" exists. CE is seen as an important means to enable other things to happen, such as assisting staff

to make sound decisions on computer applications in libraries or to adjust to changed service patterns. Thus, there is a growing interest of library and media personnel in the availability of CE opportunities. The extent and persistence of this growing interest in CE is undefined but the fact of the interest cannot be questioned.

3. Perhaps, as a reflection of individual interest and library concern with CE, state associations are formalizing their increasing efforts to address member needs for CE. FLA's Continuing Education Committee recently became a standing committee and FAME has just formed a Continuing Education Committee. CE has become a popular and effective area to forge cooperative links with each other at the statewide level and with local associations. One example of this is in the recent FLAME (FLA and FAME) joint conference and in co-sponsorships with county association programs.

4. The state of Florida has made a number of stated commitments affirming the importance of CE. This can be seen in the CE units formed within the state university system and the Teacher Education Centers. In each of these instances, the original statement of mission and principle has been backed up with a financing structure. In addition, the State Library has strengthened its stated CE objectives, continued its commitments for workshops and grants and instituted the beginnings of a clearinghouse.

5. Given the existing geography of the state, the network of community colleges and Teacher Education Centers covers the state with strategically placed facilities. Supplementing this are the many local, often county, library and media associations that offer opportunities to convene, learn informally and sometimes formally. The advantage of locally based efforts is that they alleviate the problems of time away from work, travel expenses and scheduling difficulties.

6. The state's two accredited graduate library schools have both evidenced their willingness, within limits, to outreach in the fact of many barriers. It seems likely that they will continue to respond to a growing CE market.

Barriers, constraints and problems in Relation to CE:

1. Although an interest, a growing one, in CE exists, it is unclear to what degree CE is considered an urgent and important concern. There is no clear sense, at this point, of how badly CE is wanted. A stated interest, even a priority, may not be backed with policy or funding in the face of ever tightening library budgets. Some, having experienced the impact of an effective learning experience on the work of self or others, think CE is important and justified. Others, in the face of spare evidence that substantiates the significance of CE in

its effect on library services may not be convinced of its value. CE, as a priority, must be seen to be directly related to the work responsibilities of the individual and the mission of the library with strong links between learning and application of learning on the job.

2. Governance and funding patterns are divided, with each type of library having its own hierarchy, constraints, incentives, communication channels and decision-making structures. No definition of the relationships presently exists among the types of libraries at the state level, and little linkage among them exists at the present time, preventing clear or easy coordination even when that might be mutually advantageous. To some extent, these patterns of governance and funding are compounded by "turf" issues.

3. These unclear responsibilities and interrelationships have resulted in an expectation on the part of many potential CE users that somebody, somewhere, is responsible for providing CE to them. This expectation dampens local initiative and self reliance. Lack of clarity and lack of communication have caused a lack of understanding about the nature of the systems of CE providers, how their decisions are made and how they do or do not interact.

4. Unclear or undefined responsibilities within libraries and media centers affect local decisions about staff involvement in CE. Few libraries have explicit policies stated and known throughout all personnel levels with regard to work-related learning. Thus, an individual staff member or administrator may have differing expectations about such issues as release time, travel money, rewards, on-the-job application of learning, registration or tuition reimbursements and eligibility.

5. A lack of existing communication channels prevents dissemination of information about existing CE opportunities and resources. This not only forestalls user awareness but also hinders building cooperative efforts, discovering common needs and preventing duplication of efforts. The past history of independent paths for each type of library has fostered the belief in divergent needs and interests and has institutionalized the separateness as seen in the lines of communication.

6. The number of potential CE users in libraries and media centers is insufficient to attract a substantial number of CE providers. Including all types of libraries, only some 6000 degreed professionals and paraprofessionals exist. And, of those, not all are interested in or available for CE involvement. Further, relatively few will be attracted to a given topic at a given level in a given locale. The expenses of producing CE encourage providers to seek a user market of adequate numbers and funding.

7. The geography of the state disperses and sometimes separates the CE resources. Population (and library) growth is in the southern part of the state with the north, particularly the panhandle area, remaining rural. The capitol and one library school are in the north, another library school mid-state. Dependence on graduate library schools for local access to CE in more than a few locations is not feasible. Distances are compounded by lack of good public transportation.

8. A lack of educational programming expertise in many sections prevents locally-produced quality CE productions. Skills required would include needs assessment and evaluation techniques, and adult education methods (needs and formats for the practitioner differ from preservice education). It might be noted that these skills are, in some cases, lacking at regional and statewide levels also.

In concluding this section that describes, in brief, the present-day context relative to CE, it is not surprising that a coordinated and systematic approach to producing and delivering CE to library and media center personnel has not been previously accomplished successfully. The picture just described in Part II reveals some of the interactive factors that are involved in a CE system. Additional facts and dimensions, not known at this time, could alter the picture somewhat, but these factors are the ones most strongly considered in developing the proposed plan that is described in subsequent Parts of this draft.

PART III OVERALL GOALS AND OBJECTIVES OF THE PROPOSED PLAN

Given the above described context, it becomes apparent that, although CE is being done to some extent, gaps, barriers and problems create inequities in the availability of CE and hinder the quality of some of the CE that is available. A planned and systematic approach could alleviate some of the problems described in Part II. Part III and IV propose the goals, objectives and form for a possible statewide structure that preserves already committed areas of CE responsibility, yet builds coordination or those areas to eliminate some of the problems that now exist as well as to increase the number, the quality and the availability of CE for library personnel.

The overall goals and objectives of the proposed plan are both ambitious and comprehensive. They are intended to serve as guideposts for initiating and implementing the plan as well as for developing it. Modification of the initial draft outline (December, 1979) reflect the reactions and input received.

Goals:

1. To enable Florida library personnel* and trustees achieve, maintain and enhance their competency to furnish library and information services to Floria residents.

2. To raise the level of awareness of continuing education and its importance to quality library service.

The first goal addresses the prime need, that of improving the competence of library personnel and trustees and, thus, improving the quality of library services. The second is supportive of the first and important to assure that the first will be addressed.

Objectives:

The overall objectives spell out the anticipated results from putting this plan in motion.

1. A continuing education structure will encourage, maintain and support continuing education for library personnel and trustees.

The proposed framework, described in Part IV, builds a coordinated approach to CE with defined and workable roles for shared responsibilities for each of the various components involved in the plan. The intent of the structure is to assure that CE opportunities exist and can be used by those who need and want them.

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* The term"library" here refers to and includes media and information centers.

2. Adequate linkages will provide connection and coordination between individuals and groups needing CE and the existing learning resources.

An effective communication system among Florida agencies, institutions and individuals concerned with CE will offer various opportunities for broad involvement in CE and will seek to make full use of available resources.

3. Learning opportunities will be available for all levels of library personnel and trustees to enable them:

   a. to improve personal and professional skills

   b. to extend their understanding and knowledge

   c. to develop work related interests and competencies

   d. to reach their full potential

From the outset of planning for coordinated CE in Florida, the Steering Committee defined Continuing Education as distinct from staff development. The latter is defined as the inhouse training of library and media personnel in necessary on-the-job skills by means of orientation, coaching, job rotation and other methods with the learners being only personnel from that library or media center. Typically, staff development is learning very closely linked to on-the-job application. Continuing education, on the other hand, consists of learning opportunities provided and sponsored outside the library or media center. Usually, continuing education is used to supplement staff development efforts and capabilities tapping expertise not available in the library. CE learning opportunities bring together individuals from several different libraries and media centers.

The plan and its implementation will address the CE needs of professional degreed librarians, paraprofessional personnel, support staff and trustees although not each of these necessarily in the same way. Skills essential in libraries and media centers include personal ones such as communication, interpersonal relations and problem solving as well as professional ones related to the library field such as cataloging, reference and book selection. This plan addresses both these areas within a work related context. "Work related" can include deepening a specialty or broadening an overall concept or building a skill as related to present or future job responsibilities. Assuring learning opportunities for all levels of personnel does not dictate extensive proliferation and duplication of opportunities nor does it preclude replication in priority topic and geographic areas. The true value of learning for library and media personnel is in the degree to which that which is learned can be applied in an individual's area of responsibility to increase the effectiveness of the service in that library or media center. Continuing education is the means to this end, not the end itself.

PART IV OVERALL STRUCTURE OF THE PROPOSED PLAN

The overall structure proposed here is a coordinative one, designed to enable Florida CE components to share responsibilities through a systematic approach to statewide CE. Three major areas must be coordinated: the flow of information about CE (to enable users to know and take advantages of what is available); the production of CE (to provide the CE activities required); and the support of CE (to obtain the funding and support services necessary to maintain the effort).

The general goals and objectives in Part III are broad, not specific enough to elicit detailed consideration and critique. This Part and those following, however, outline the structure, the roles and responsibilities for CE and areas of activity with sufficient specificity to: 1.) describe how the structure will function, and 2.) invite critique.

In this Part, an overall coordinative structure is proposed, described as it would work in two phases. Then, in Part V, each of the components of the plan--CE users, CE communicators and CE providers and fundors--is described. Each description includes the proposed role, the rationale for that role and the general areas of responsibility. These descriptions offer one level for critique based on the feasibility of those roles and responsibility and the logic of the rationale outlined.

Part VI offers a different perspective of the plan viewing it in terms of how, under the proposed structure, it can be implemented. This perspective incorporates the overall structure and the roles and responsibilities described in Parts IV and V. Implementation is described in terms of operational objectives and examples of specific activities. This offers another level for your critique, enabling you to envision just how the structure with its roles and responsibilities can translate into action and how that implementation reflects the stated CE goals and objectives.

Of course, implementation depends on roles and responsibilities being accepted not only as statements, but also as action. Thus, in addition to accepting responsibilities, the ability of each component to meet them is an important consideration. The roles and responsibilities described here for each of the CE components are, in some cases, affirmations of the self-defined roles now in place. In other instances, they intentionally do not contradict implicit definitions but, rather, clarify those explicitly. The attempt here is to build within the framework that exists and, extend or expand it in its logical directions assuring, the while, that the components are linked with communication and joint action that does not now exist.

Given the context described in Part II, centralization of CE effort is not possible since no umbrella agency, association or organization exists to cover all types of libraries. Each type has its own governance and funding characteristics preventing central control and authority for CE for library personnel. Thus, the proposed structure and its implementation relies heavily on willing coordination and perceived benefit on the part of each component. This plan does not advocate the impossible such as restructuring the state government hierarchy or the structure or purpose of library and media associations. Rather, it seeks to define, clarify, extend and connect the present framework in order to provide more opportunities for library personnel wanting CE.

The structure, level of responsibilities and implementation of the CE plan are proposed in two phases. Phase I, 1980-1983, builds a local and state network of CE information through a CE Coordinator. This period develops a systematic approach giving time for agreement and consensus to form and a time for different groups to work together finding their problem areas and strengths. Patterns of communication, coordination and decision making will emerge during Phase I allowing for planning, negotiating and modifying to take place before the final structure is firmly set.

The structure for Phase I has, at its core, a CE Coordinator. This position is primarily to collect and disseminate CE information through existing channels and to build new channels where they do not now exist. Then, using the information collected, the Coordinator acts as an active linkage agent bringing individuals and groups with like concerns in touch with each other, connecting resources with those who need them, serving as a central place to house and service information about planned CE efforts. The Coordinator also extends consultant services to inexperienced local and state groups wanting to plan and produce their own CE activities. Each of these functions is designed to utilize information and expertise to improve the capability of local and statewide library and media associations to know and use available resources answering local needs at local levels, thus delivering CE near the user.

The CE Coordinator is an information person, able to offer technical assistance to those with the initiative and need to employ this expertise. Through this Phase I position, housed at and funded by the State Library, the coordinator can be in touch with each of the governance structures through which the public, institutional, school and academic libraries serve their clientele. These channels of communication evolve into avenues for cooperation, coordination and, even, decision-making at the end of Phase I.

The information base from which the CE Coordinator works comes from several sources. Local and statewide library and media associations submit information about CE needs to the CE Coordinator annually.

This information may come from a survey, a review or a comprehensive assessment. In addition, available information about evaluation of CE events and products is submitted by the provider and/or sponsor. Until January 1982, the requirements for supplying this information are relatively lenient. After that time, however, an association is required to submit this information in order to be eligible to use the clearinghouse of information about CE opportunities and resources maintained by the Coordinator.

Information about available learning opportunities is compiled from various sources. The sources now used by the State Library for compiling annotated lists of Florida and southeastern events are expanded as additional resources are identified, including those discovered through this project. Listings include descriptions of courses, institutes, conferences, workshops and colloquia relevant to library and media interests, though not confined to library world sponsorship.

Information about CE provider resources includes lists (i.e. calendars) of activities being provided by local and statewide associations, library schools, Teacher Education Centers and the State Library. Those providers, working through an appointed liaison submit to the Coordinator statements of intent when planning efforts had been completed. This resources bank is located at the State Library and accessible by individuals and members of groups who had contributed information to it.

Access to clearinghouse information and services depends on whether the requestor had supplied information about needs and evaluation or resources to the clearinghouse earlier. Coordinator produces a monthly newspaper listing upcoming learning activities and news of CE plans of the various groups active in producing CE at the local levels. This newspaper is supplied in bulk to all known and interested groups from January 1981 to December 1981, for them to in turn, distribute to their membership. Then, beginning in 1982, the newspaper is supplied only to those groups who had contributed information to the clearinghouse.

The Coordinator is an active seeker of the information needed to build the clearinghouse. Listings of community college courses, those of the graduate library schools and the university CE units are reviewed for relevant listings. Association conference and meeting programs are listed; Teacher Education Center offerings in relation to media skills and literature courses are noted. Frequently, write-ups feature resources for resources that are typically found in local communities. Plans announced by local associations are featured as are national and regional programs offered in the southeast area.

Information about potential funding sources and options are also housed in the clearinghouse. Here, the Coordinator is active in identifying funding sources at federal and state levels. Guidelines, application forms and names of contact people for programs such as NEH, FIPSE, LSCA, and HEA can be obtained through the Coordinator by groups interested in applying for such funding. Provisions and procedures for how to apply or who to contact for staff and program development funds, manpower development grants, or designation as a TEC provider are available here.

Groups with CE needs, providers of learning opportunities and fundor groups each must rely on the other two in order to take advantage of CE. Thus, the major incentive for providing the information needed (and sought) by the clearinghouse, is that each of these three groups can draw from the information pool provided by the others. This information function, made tangible by the clearinghouse function, by its wide distribution and collection of information also serves to unify the various types of libraries into a more cohesive market, significant enough to be wooed. Providers, whether individuals, or associations, need to know basic or supplemental funding possibilities and needs information in planning to provide CE for library and media personnel. Local associations want to know plans and activities of existing or potential providers as well as funding options that exist to take advantage of them or to produce their own efforts. Individuals, learners and employers need to know evaluation information in selecting CE and the availability of activities and, sometimes, funding. Thus, the incentives for giving information are built into the process of getting it.

Toward the mid-point of Phase I, the Coordinator formulates criteria and guidelines to assist providers direct their efforts toward quality CE offerings. These guidelines might be from an outside source such as Continuing Library Education Network and Exchange (CLENE) or might be formulated by the Coordinator on the basis of the technical assistance requested during the early part of Phase I.

A final component of this transitional structure would be the continuation of the existing CE Steering Committee (in structure though probably not in membership). During Phase I the Steering Committee provides oversight and planning functions and advises the Coordinator from the perspective of library practitioners, association officials and CE providers as to the effectiveness of information dissemination. The Steering Committee, at this point, is an advisory group.

Through the connections established in the first Phase, this time becomes one of raising awareness and building credibility for CE as a value and a commitment. Conversely, it also assures that lines of responsiveness exist for all types of libraries. Through such an information network, local capability is strengthened in several ways: individuals know available CE opportunities in which to participate, local and state associations develop a capability to provide CE information, each component in the plan discovers the importance and viability of coordinated efforts and the resulting benefits they can receive. To the extent that each of these results is successfully achieved, additional commitments are likely. Further, coordinating efforts of various user and provider components can bring unity and cohesion to the currently dispersed market for CE, offering additional incentive for existing and new CE providers.

Phase I builds a base of capability and self reliance at the local level, enabling each area to define and meet its CE needs to a greater extent than previously has been possible and to identify its resources. Information links encourage cooperative CE ventures and technical assistance from the CE Coordinator fosters local capability to produce CE programming.

In sum, Phase I builds a network foundation for the deeper coordination and cooperation of Phase II, an aware market base to make CE more feasible and a local capability and self reliance in producing CE. This is accomplished through information sharing, purposive collection and dissemination that directs the information content and flow to link all types of libraries throughout the state and through technical assistance in program planning. This Phase leans heavily on informal roles and relationships that already exist, formalizing them to some extent, and building links where they do not now exist. Phase I is a transitional stage to move from the current context to a more concrete structure that would be presumptuous to propose at the outset.

As Phase I draws to a close the roles and areas of responsibility would be negotiated and redefined to shape Phase II. At that time, the coordination of CE efforts not possible in Phase I due to differing structures and control of the various types of libraries might be more capably dealt with.

Phase II will be built from Phase I's results just as the first phase is built from the present circumstances and structures. Consequently, any picture of Phase II drawn here is highly speculative but is based on the best of available information together with visions of the possibilities...

Beginning in 1984, Phase II extends the information network foundation and the experience of various groups working with a CE Coordinator to form a representative coalition of user and provider groups drawn together by their mutual benefit and commitments. The CE Steering Committee is disbanded having given advice and assistance through Phase I. In its place is a CE Council, a liaison body, representative of the library field and incorporated to be able to work as a board of directors setting policies and direction for more formally coordinated CE efforts and able to seek and receive funds to manage such a program. This Council includes representatives from each state association, two from local associations, individuals (i.e. practitioners) from each type of library and respresentatives of each major provider group. The Council defines the nature and scope of activities, develops an annual statewide CE plan, seeks funding from outside sources and levies service fees for users and products, adopts or establishes standards of provider quality and formulates the budget for the management of the program.

The Phase I CE Coordinator position becomes that of a CE Director, no longer housed with or funded by the State Library but supported by financial and other commitments from active user groups and providers with special projects funded on the basis of supplemental outside funding from grants received. The CE Director serves the Council as an implementer of the program, managing support staff if that is required and serving the day-to-day operations as needed.

The CE Council and Director gives direction at the state level relative to cooperative CE efforts: maintaining a strong clearinghouse function for information exchange, strengthening local capability to produce CE by a regular program of training, coordinating the findings of various needs assessments, collecting evaluation information, producing and delivering CE to meet needs otherwise unmet, reviewing provider capability in relation to initial or renewed approval designations and assuring linkage with a national registry for CE recognition records.

User groups, from all types of libraries, frequently tap information from the CE Clearinghouse to help then select relevant learning opportunities. They regularly contribute information about their needs and wants for CE and evaluate activities in which they take part. They participate in learning efforts actively assured that they will find quality in both content and format and that they will be able to apply practical learning experiences on the job on their return to the library or media center. Many of them, a growing number now, record their participation with the national registry.

Employers, that is, the directors of libraries, the school district supervisors, the managers of agencies and organizations that have libraries and library personnel, use "Guideline for Incentives and Benefits in Relation to CE" produced by the CE program to negotiate with individual staff members and staff groups in terms of release time, financial support and consideration for pay raises and promotion. Most, now, have strengthened inhouse staff development programs that uses the training skills and experienced knowledge of staff members to do strong on-the-job training with a number of methods. Some staff members have gained these skills through their work in local and statewide associations and the training programs offered by the CE Coordinator in Phase I.

CE providers are now more prevalent and active since the market for their use is more assured and cohesive through information available through the Clearinghouse and the fact that a more sizeable market exists.

The graduate library schools are now more closely in touch with the world of practice and that has increased the quality of their educational programs in a number of ways. Outstanding practitioners with teaching skills are frequently used for extended programs in new, alternately offered locales throughout the state. The former curriculum content is revamped, guided by advisory boards made up of practitioners as well as library educators. The schools frequently co-sponsor CE workshops with many different groups and their faculty members are frequently tapped for CE activities designed by others. All in all, the quality of graduate library education has improved to the point where it is noticeable that less of the "remedial" type of staff development and continuing education are needed, thus freeing those efforts to address more of the, by now, technological and organizational impacts being made on libraries and media centers.

The CE units of the colleges and universities throughout the state frequently receive and respond to requests for CE for library and media personnel, and they work closely with relevant departments on their campuses to meet those needs. The CE market has become very popular and, once developed, the courses and workshops can be easily and widely publicized to the libraries and media centers throughout the state. During Phase I the CE directors of these units had been frequently asked for technical assistance at the local level for those planning CE programs but now many librarians and media specialists as well as paraprofessionals have those skills well developed and do most of their own program development work.

Local, state and special interest associations often work regionally now and cooperation of co-sponsorship are usual patterns. All associations have experienced tremendous growth of membership since they have emphasized CE as a membership service and have opened membership possibilities to interested paraprofessionals and those from all types of libraries. A COLT chapter was recently formed.

Many new members in turn, strengthen the association since they wish to be active and select working on CE efforts as their most requested involvement. In the past as in the present, CE has interested library staff members because it gave access to educational programming and training and development skills training. These skills, for most, had immediate applicability within their libraries and many have become staff development officers. Because of membership increase, each of the major state associations has a full or part time director to handle the increased number of association involvements. Associations, for the most part, feel directly involved in the CE program through the Council and feel that their dues assessment is a reasonable amount in view of the services received and the fact that CE has brought a rejuvenation and redirection to the association. The CE they sponsor has also become a modest but meaningful income producer.

The State Library, seen at first as the "director" of statewide CE efforts, has been well satisfied with the results of its initial leadership in this effort back in 1979. With the Clearinghouse and Director housed elsewhere, the State Library now contributes needs and evaluation information frequently since it is still a provider of CE in relation to its consultant and special services functions and occasionally conducts short-term learning events. CE needs of staff members are directed to the Clearinghouse for Florida and regional opportunities to learn such specialties as telecommunication and consulting skills since the nature of both of these affect their daily work. In 1984, there was some anxiety that the transition would not be effected when moving central resposibility and funding from the state agency but details were worked out and negotiations with user groups and providers were successful, based on the experience of Phase I.

Provider groups have been broadened. Not only do associations provide learning events in conjunction with library schools and colleges and universities, but commercial providers have entered the market since it is now easy to get publicity out about their programs and attendance is almost guaranteed since their planning process includes careful review of the available needs assessment data at the Clearinghouse. Teacher Education Centers during Phase I opened their offerings to other types of libraries and media centers formerly not eligible. Now, they find their own programming is stronger, more relevant to the media specialist's needs than before and they have access to a wider instructor pool because of improved skills by the media personnel. Because of the active learning climate of Florida national and regional associations are attracted to bring their programs to the area and this nicely supplements Florida's home-grown efforts.

All in all, the general climate that prevailed in 1979 has changed. User groups and providers alike have a greater sense of self reliance and confidence. Morale in libraries and in associations has improved with most of the former dispair and "trapped" feeling in relation to personal and professional inadequacies replaced with a new sense of on the job competence and leadership ability within the profession. This year was a particular high since the presidents of American Library Association and Special Libraries Association were both from Florida!

PART V PROPOSED ROLES AND RESPONSIBILITIES

Although many of the roles and responsibilities have been described in the model presented in the previous Part, this Part approaches the proposed plan in categorical terms defining roles and responsibilities of both phases. Close review and critique of this Part is anticipated since individuals and groups may perceive their roles differently than outlined here. Each segment of the library community is invited to comment in relation to its responsibilities as outlined here and those of others. Some portions of this Part will have been too bold, some too timid in relation to the willingness or capability of certain segments of the library community. The final plan, Fall, 1980, will undoubtedly be different than this draft in a number of respects. The ways in which the final plan differs from this draft will reflect the comments and suggestions you make.

Individuals working in and with libraries include the degreed librarian, the paraprofessional, the support staff and the trustee. The individual's role is to accept and act on the basic responsibility for one's own CE. Willingness to do this grows from a sense of personal and professional responsibility for capable skills in relation to the areas of one's assignments. "Professionalism" is not confined to degreed people only--it can be found in all staff levels and relates to ability and competence. Only the individual can learn and then apply what is learned on the job.

To do this alone, however, is difficult or impossible. Most individuals will need assistance either to act on this responsibility or to do so better. Knowing what CE opportunities to take advantage of and how to gain access to those that are available requires help from others. Essential, of course, are learning opportunities. These must be produced and available to learn from. Responsibility for production is spread throughout the library community and beyond, mostly self assumed by the individual(s) provider(s) doing it. Behind providers must be financial support for, in most cases, development of learning events, materials and information is costly. Given the learner and the learning opportunity, barriers between the two must be reduced and/or eliminated. Here, the employer is essential to enable the two, learner and opportunity, to come together.

But this cycle, again, comes back to the basic role of the individual to accept and act on the responsibility for one's own CE. This means the individual is:

1. responsible for identifying learning needs based on the personal goals and strategies and job responsibilities he/she has,

2. responsible to commit some degree of personal energy, time and money to investing in CE opportunities and in planning and evaluating CE efforts they become involved in,

3. responsible to understand that there is no terminal learning point, that learning is lifelong, particularly that to prevent job obsolescence and to adjust to or prepare for job responsibility changes,

4. responsible to assist and encourage others, particularly those supervised, to learn, when appropriate, through CE opps.,

5. responsible to become informed of employer policies and resources for CE and staff development and to negotiate on the use of these,

6. responsible to share one's learning, and one's skills with others in ways appropriate to the situation,

7. responsible to commit a reasonable level of personal time and resources to seek and acquire new learning.

Without these responsibilities met, the efforts of those who enable and provide CE opportunities are in vain for only the individual can actively engage in the process of learning.

The employer of library and media personnel includes the primary decision maker such as the library director, the school district supervisor or the administrator of the agency, institution or company. The role of the employer is to enable library and media personnel to engage in learning that will improve their capability to further the organization's goals. Thus, the needs of the library or media center must be perceived and related to the learning needs of the employees. The administrative perspective is unique, offering the opportunity (and challenge) to tune the abilities of staff to the present and future tasks of the organization. Providing for the learning needs of staff, a major resource, is part of management's personnel responsibility. Internal staff development must be provided for all staff levels. Policies and activities that enable staff to learn within the work context are essential. To supplement these efforts, outside learning opportunities (i.e. CE) will likely need to be used.

Within this role of improving staff capability by enabling individuals to learn and apply what they have learned are more specific responsibilities:

1. To recognize that learning is valid to support the framework of essential library services at a given level of quality (this includes understanding how library changes and new service programs will require more extensive learning opportunities for staff and trustees),

2. To encourage and acknowledge staff involvement in learning (this includes making available information, opportunities and resources for all levels of staff and trustees),

3. To support job related learnings being applied
4. To formulate policies and standards that facilitate job related learning and involvement of all staff levels and trustees,
5. To allocate resources for learning both through staff development and CE (this includes justifying CE needs to administrations and/or trustees),
6. To establish incentives such as promotion and pay considerations to encourage staff to engage in staff development and CE and keep records of their participation,
7. To assure that staff have adequate skills and resources for training others on the staff (this includes job descriptions which specify the requirement for training others on the job),
8. To undertake the basic responsibility for training trustees (this includes helping them to improve their abilities to deal with their responsibilities and to understand staff needs for learning),
9. To reduce barriers that prevent staff from engaging in learning from CE opportunities such as scheduling, release time, learner leaves, full or partial tuition reimbursement, travel, fees,
10. To evaluate results of participation in learning in terms of performance of individuals and of areas of library service.

Employee participation in learning improves and maintains staff morale, provides quality library service and attracts and keeps capable people. The employer/administrator can facilitate or hinder that participation.

Local and/or special interest associations, such as county library and media associations, regional law library associations or on-line searcher groups are sensitive and responsive to member needs. CE is either central to or conguent with the mission of most such groups. They serve to articulate and help accommodate the unique circumstances in their locale and/or interest area. Members consider associations a viable means to become informed, solve job challenges and exchange ideas with colleagues. Within this plan, the proposed role for these associations is to provide a channel for CE information and involvement.

CE can be an important member service and, thus, an incentive for more members to join when such a service is active. In both phases of the plan as proposed, the local capability for producing and planning CE can be substantially increased with the information base and technical assistance offered through the CE Coordinator. Early activity in Phase I will assure such associations an active role in the Phase II CE Council.

Such associations are in a particularly advantageous position to fulfill such responsibilities as:

1. identify member/area needs and set priorities,
2. identify local CE resources,
3. name local coordinator of CE information to be liaison with other groups and with the CE Coordinator,
4. draw CE program plans annually and submit to the CE Coordinator,
5. disseminate information from the CE Coordinator
6. establish and maintain connection with the CE Coordinator,
7. raise member awareness of importance and availability of CE,
8. facilitate, by sponsorship or co-sponsorship, delivery of CE at the local level.

Local and special associations are advantageously situated to know and meet local CE needs with local delivery. These associations can usually be more inclusive of all levels of library personnel and often can serve as a natural channel for members to become informed about and interested in furthering their formal and informal education in the library field. They offer also the advantages of minimum time and travel in relation to the benefits realized.

Statewide library and media associations, like the local associations, also serve as a channel for CE information and involvement, but at a different level. With their committee and caucus and affiliate structures, they are well adapted to do this. Improved access to CE information and activities can be a significant membership incentive for potential members with diverse interests. State associations have a relatively clear and broad scope. They are consistent and dependable although their leadership and, to some extent, their priorities change. They serve to heighten the sense of responsibility in the individual and, at the same time, enable the individual to exercise that responsibility.

Active involvement of state associations in Phases I and II of the proposed plans can add to the ability of the association to provide good member services, produce viable member activities, plan on a statewide basis and exercise leadership within the Florida library and media community. Most associations have recognized the importance of CE to members and have formed CE committees or allocated the CE responsibility to appointed posts within the association. The proposed plan would enable those individuals and groups to become more fully functional in providing information and CE activities to members.

State associations seem ideally situated to be responsible to:

1. identify and prioritize member CE needs,
2. submit annual plans for CE program to the CE Coordinator,
3. identify CE resources known and used and submit information to CE Coordinator,
4. assure that existing association communication channels include disseminating CE information, including a focus on the awareness of CE and its benefits,
5. produce and sponsor or co-sponsor CE activities including commitment of conference time to CE efforts,
6. commit a percentage of member dues to CE purposes,
7. establish or adopt standards and guidelines for the association's CE efforts,
8. establish a CE connection point with which other associations and groups can be contacted in relation to CE efforts,
9. actively work to develop the nature and scope of the statewide CE program and its Council.

Statewide associations have long furnished links and leadership within the library community. Active involvement in CE has long been an association strength, hindered at times with a lack of CE information and skills that can be used by the association. Within the proposed plan are remedies for these hindrances.

The CE Coordinator, would, for the first phase, be the heart of the CE plan, a facilitating and enabling role to improve access to and availability of CE resources. This linking function would connect points where coordination of efforts could involve additional learners, add strengthened resources and prevent unneeded duplication. This position, housed at the State Library, would receive and disseminate information to consumers and providers of CE. Substantial rationale exists to support this role being placed with the State Library for the first phase:

- the State Library has established communication links with each type of library,
- the State Library has recognized and accepted coordinative and leadership functions within the Florida library community,
- its governmental position and function enable the necessary connections with the hierarchal configurations of each of the types of libraries,

- implementation of the plan requires a statewide perspective and context,
- the commitment of the State Library to CE is clearly present and consistent,
- the State Library has a history of statewide planning and coordinating that will assist this new effort get a substantial start,
- the State Library can provide a central responsibility and credibility from the beginning, usually a difficult and vulnerable time for a new structure,
- the State Library has a consistent life although the funding levels vary and the priorities are many,
- the State Library has a communications capability with telephone, FLIN, publications, and consultants beyond that of other possible agencies, associations and organizations,
- the State Library "arranges for appropriate coordination between public and academic libraries". (from "Five Year Plan")

It is clear, however, that commitment beyond the first phase from the State Library is unreasonable. The first phase period is one of information sharing, planning and coordination with the library community and well within the scope of the State Library. The second phase must rely on shared responsibilities and commitments from those library and media organizations that see the value and potential for a systematic approach to CE in Florida. The second phase, based as it is on a pro-active CE organization, is beyond the legitimate responsibilities of the State Library.

The CE Coordinator of the first phase becomes Phase II's CE Director, responsible to a CE Council, an independent body composed of governors of the program. The Council grows from the precedent set by the CE Steering Committee in the first phase. But it is responsible for directing the management of the program through the Director. Whereas the Coordinator's efforts were largely supported by the State Library with LSCA funds redirected from other CE efforts previously done by the State Library, the Director and the CE Program will be funded by assessments to the groups and bodies using the services. Some of these assessemnts will be financial, but, in instances where that is not possible due to policy or constraints, other needed contributions will be incorporated into the Program. Phase II will reveal to what extent CE is a valued service. Phase I must demonstrate its value sufficiently to have willing subscribers for the Phase II base. If there is not sufficient support for Phase II to be self-sustaining, then the program should be ceased.

Considerable overlap exists in the responsibilities for the CE Coordinator (Phase I) and the CE Director (Phase II). A more exact definition of each of these positions will be a part of the final plan presented in the fall. Responsibilities of both positions are described here in a single list with Phase I and Phase II indicated as the likely period in which they are active. When both Phases are indicated, the Phase listed first is that where the activity is primary, that listed second is where the activity is a back-up or secondary emphasis.

The CE Coordinator/CE Director would have the following responsibilities:

1. expand and maintain the present listings of CE opportunities available in Florida and the southeast in terms of broader coverage and dissemination of the information (Phase I, Phase II),
2. compile and publish list of all local and special interest associations as well as statewide associations (Phase I).
3. furnish each association or informal group copies of the listing of CE opportunities and resource for distribution to their membership (Phase I),
4. elicit and house needs information received from groups of consumers or providers that seek to use clearinghouse services, reporting those results annually to the Florida library community (Phase I, Phase II),
5. solicit present and potential CE provider listings of opportunities and resources to include in the expanded clearinghouse (Phase I, Phase II),
6. compile and maintain information file of potential funding sources applicable to library and media CE (Phase I, Phase II),
7. respond to contacts seeking information about needs, learning opportunities and funding possibilities (Phase I, Phase II),
8. provide technical assistance to CE program planners or refer them to local resource for on site help with needs assessment, evaluation, educational programming or conference logistics (Phase I, Phase II),
9. sponsor semi-annual program planners workshop available also on video tape to prepare CE planners in associations and library schools to do CE programming, including needs assessment and evaluation techniques (Phase II, Phase I),
10. build and maintain file of program planning tools (Phase I, Phase II),

11. make registry information available for those who want a record of CE participation (Phase I, Phase II),
12. compile and issue periodic directory of human, material and financial resources available and relevant to library and media CE (Phase II, Phase I),
13. devise means to enable groups to exchange replicable CE efforts and to tape them for distribution to other areas (Phase II),
14. negotiate with present and potential providers to fill gaps found through the needs assessments and resource listings (Phase II, Phase I),
15. build connections between groups to encourage local CE information dissemination and local production of CE (Phase I, Phase II),
16. develop and administer a provider approval system whereby CE providers are reviewed (Phase II),
17. establish guidelines and standards for CE program planning and production to assure quality (Phase II, Pahse I).

The extent of this list of responsibilities indicates that priorities must be set to define the most vital which then need to be made the initial focus of the Coordinator.

Without a commitment to a full-time Coordinator position, it is unlikely that this Program will be able to be launched. Phase I will require nurturing, informing and convincing of the elements of the library community that will use and provide the CE around which the Program will be directed. Input to this draft will assist final planning in terms of the responsibilities that can feasibly be expected of this position.

The CE Steering Committee will continue into Phase I in terms of its role of advising although its membership may change. Following the precedent during the planning process, it will advise the Coordinator on CE concerns and progress from its representative perspectives. Rather than a status position it will be one of action with time and effort commitments required. It will serve as an active, visible and credible advocate for CE to raise the awareness of CE in the Florida library community. It might also serve an oversight function. Such a body is necessary to guide the program through Phase I and provide feedback that will assist the conversion to Phase II.

The Steering Committee will be responsible to:

1. encourage and promote the implementation of the CE plan,
2. provide avenues for two-way communication between the coordinator and the library community,
3. advise on policies, funding levels and sources, modifications needed to assure steady work toward accomplishing Phase I goals and preparing for Phase II efforts,
4. identify, justify and build rational for CE and publicize this to raise awareness,
5. identify unmet needs and assist Coordinator to solve problems that arise,
6. build strategy to evaluate overall program annually on the basis of to what extent the communication (information getting and giving) function has been done and the increase of CE activity throughout the state,
7. form subcommittees for better focus on specialized groups such as: trustees, paraprofessionals and library educators.

The commitment and activity of the Steering Committee wil be an important factor in the success of Phase I and the likelihood of Phase II.

In Phase II, the CE Council has more autonomy and control. Incorporated, it collects funds from users of services, public and private sources to fund the CE Director. Working more like a board of directors, the Council will be responsible for setting fee policies, soliciting funds, determining annual priorities and budgeting. The CE Director would be hired by and answerable to this body.

Graduate Library Schools, in the past and present, have focused on basic formal education for entry into librarian positions. To the extent this is well done, the need for staff development and CE is less. The schools, in searching for a new market for FTE's, are exploring and experimenting with the growing CE market. Their role within the plan is to adopt CE as part of their mission in educating library personnel and to be actively integrating CE with their program, outreaching to CE participants. Commitment to library education logically extends from preservice education to include lifelong learning possibilities for practitioners. Most of the library community acknowledges the advantages to bringing together the academic, the practitioner and the student to assure substance, scope and relevance. In addition to being traditional providers of learning, schools have access to resources and facilities as well as significant national connections.

For library schools, the proposed responsibilities include:

1. declare the nature of CE commitment and how they plan to meet it,
2. coordinate the efforts of the two schools to best serve the state,
3. alert students to the importance of CE as a professional obligation and what resources exist to do that,
4. prepare students to do on-the-job training as an element of personnel management,
5. submit CE plans annually to the CE Coordinator including enrollment procedures, eligibility and course listings,
6. adjust course packaging to better fit the learner practitioner in terms of needs, styles of learning, scheduling,
7. expand course offerings to new locations and incorporate qualified exceptional practitioners as instructors,
8. encourage faculty research areas and student study projects to focus on CE topics such as needs assessments, evaluative studies, surveys of resources,
9. cooperate with other groups in co-sponsoring CE efforts and serving as resources for CE,
10. continue and expand workshops that can bring new trends and techniques to various areas in the state,
11. ease enrollment requirements to allow "special students" categories to allow practitioner access.

Library schools, long an essential component of preservice education, have a role in CE that will provide benefits to the users of CE and to the schools themselves as they relate more closely to the workday library and media world.

Proprietary organizations such as producers of audio-visual training and development professionals will become a more significant and responsive provider once the library and media personnel market becomes more cohesive and the needs are more clearly identified. For profit organizations generally are experts at packaging and marketing learning programs and use moonlighting faculty or practitioners to develop content. Then, in turn, they can sell their programs to libraries and to library and media associations. Or, programs can be brokered through co-sponsorship with an association or educational institutions. If association capability to do programming exists, proprietary groups will have a lesser share of the market.

Teacher Education Centers will continue to administer the media center inservice and serve public school media center personnel. A number of procedures make their array of components more broad, however. These include: TEC components are publicized through the Clearinghouse; selected courses of interest to media specialists and other media center personnel are approved by the listed in TEC lists; information on how to have a learning opportunity approved and offered for inservice points is widely distributed; media specialists serve on masterplan committees; TEC approved courses are open to interested individuals outside the school system. The TEC benefits from this more active interchange of information and media specialists by its wider range of offerings and the media specialists benefit by having their needs more consistently addressed.

The Department of Education's Division of Universities can encourage FSU and USF to meet the CE needs through more adequate staffing of the graduate of more geographic areas in the state library schools and some funding. This is possible if increased enrollments in the existing programs and active requests from groups in new areas occurs. The Division of Community Colleges role is to jointly plan with representatives of the library community to set up CE courses and workshops, some under co-sponsorship, to meet current needs of library and media personnel. In areas where basic skill courses become popular and successful, LMTA programs must again be considered to make technician training available.

The roles and responsibilities as outlined here are suggested for consideration at this draft stage. Some may not be feasible or desirable and will need to be modified before the final plan is submitted. Here, they are proferred for critique.

PART VI IMPLEMENTATION OF THE PLAN

The proposed CE plan is presented here from a different perspective than that of Parts IV and V. This perspective describes the plan's implementation more directly in relation to the CE goals and objectives, thus testing the congruency of the plan in operation and the stated CE aims. Because of the detail in description given in earlier Parts, this section should not be critiqued until earlier Parts are read since they contain the role, rationale and responsibility statements on which these activities are based.

In effect, Part VI offers a review of the proposed plan and is intentionally stated in brief terms. The activity areas detailed here reflect the input received from members of the Florida library community who responded to the call for ideas, comments and suggestions in the period from December, 1979, to March, 1980. In addition, the Continuing Education Steering Committee established priorities among eleven operational activities presented in the December draft outline. Here, the higher priority areas are more extensively detailed.

An important note: In Florida, the development of statewide planning for CE has set some precedents that indicate that previously held assumptions of "how things can be done here" may not always hold true. Thus, we ask that, in reading this, you re-examine any constraints you assume make a given approach or activity "impossible". Be open to the possible, but consider even that thoughtfully and carefully before you accept it as workable.

The overall goals of the plan are:

I. To enable Florida library personnel and trustees achieve, maintain and enhance their competency to furnish library and information services to Florida residents.

II. To raise the level of awareness of continuing education and its importance to quality library service.

These goals offer guidance and direction through the planning process and for those who will implement the plan developed. The results to be achieved by the proposed plan are described by three overall objectives. The major activity areas addressed by this plan are divided into three groups each of which is related to one of the overall objectives:

Objective 1	Structure: Organization and Administration
Objective 2	Linkages: Needs and Resources
Objective 3	Learning Opportunities

This, then, is the basic outline for this Part.

Structure: Organization and Administration

Overall Objective 1: A continuing education structure will encourage, maintain and support continuing education for library personnel and trustees.

Operational Objective A: To define the principle areas of shared responsibility for CE.

The activities that would accomplish this objective are described in Part IV and Part V. In addition to those, however, it may be useful to explicitly state the concurrence (or difference) with these indicated responsibilities must be elected during Phase I. Agreement must be followed with action in order to have defined responsibilities met. Some duplication (i.e. unnecessary overlap) and gaps will appear during Phase I as implementation begins. Then, changes will have to be negotiated. The CE Coordinator will have the primary role to work with those components that wish to alter the designated responsibilities during Phase I. During Phase II the CE Council will hear and determine suggestions for such change or for altered relationships between different components of the plan. The fact of shared responsibilities as the base for the plan, in effect, raises the awareness of CE.

Operational Objective B: To establish the administration of the plan as the responsibility of a central office.

The activities to accomplish this objective are described in detail in Parts IV and V. Essentially, the plan establishes a CE Coordinator at the State Library for Phase I to involve the major components of the CE effort to formulate a CE Council headed by a CE Director for Phase II. The Coordinator is responsible for planning and coordination the efforts of others, for facilitating communication and for drawing the various CE components into the experience of working together. The Coordinator is assisted by an Advisory Council to assure responsiveness to user and provider groups. Working with a governing Council, the Phase II Director will continue planning and coordination and communication functions and, in addition, will produce CE activities to fill unmet needs.

Operational Objective C: To incorporate valid incentives in the structure and implementation of the plan.

Learning through staff development (i.e. internally produced) activities has built-in incentives for both learner and provider. Continuing education, however, requires different incentives for the learner and for the provider to provide motivation. Often barriers block learner and provider involvement in CE and the removal of those barriers may, of itself, offer sufficient motivation to prompt the desired involvement.

An initial and primary activity is to identify the incentives important and valuable to the learner and to the provider. Incentives to either of these groups are not universal in their appeal. Incentives identified through the FLA Needs Assessment Survey do not concur with input gathered early in 1980, but some incentives most often mentioned include, for the learner: release time, learning leaves, self satisfaction, travel funds, tuition/fee reimbursement, pay raises, promotion, credit, recognition. Certificates and Continuing Education Units (CEU) were not often mentioned. Those most often indicated as incentives for the provider included: an assured market, access to publicity, income, FTE, active leadership role, accomplishment of related objectives, sense of mission. It will be noted that some of these incentives do, indeed, indicate a removal of barriers. In addition, those (individuals and groups) who support or fund CE also have incentives: increase of productive and capable personnel, raised morale, better library and media center services, guiding future directions for patterns of library services.

Once incentives have been more definitively identified, a coordinated incentive strategy must be built, tied to the real incentives that motivate involvement in CE. Such a strategy must prevent mutually conflicting incentives and those that are counterproductive to areas of responsibility and funding within the plan. For example, guidelines to employers with regard to library or media center policies regarding involvement in CE, stated standards for providers of CE opportunities to follow, a system to recognize quality providers. The proposed strategy should promote the availability of appropriate incentives.

Phase I can be used to identify and test the validity of findings in relation to what incentives are real motivational factors and how existing barriers can be reduced. Phase II, then, can construct and implement the strategy developed.

Operational Objective D: To provide an evaluative process for the CE effort.

Such a process will be directed toward gathering information that will be useful in modifying the effort and information that will lead to valid conclusions about the degree of success of the effort. Most of the areas to be examined are available in Continuing Education Planning Inventory; A Self-Evaluation Checklist, a guide from the Continuing Library Education Network and Exchange. Areas that might well be emphasized include: use of resources; evidences of learner, employer and provider satisfaction; number and quality of CE opportunities offered; quality of library services.

The preferred approach for program evaluation includes the involvement of internal and external perspectives. An evaluation strategy will designate those from whom the information will be collected; methods and responsibilities for collecting, compiling and analyzing the information; and, most importnat, the purposes for evaluation. Throughout implementation, the importance of stated objectives and identified criteria will be vital in order to be able to evaluate soundly.

During Phase I, evaluation information to be used for modifying the effort will be particularly crucial since this is a demonstration and testing period significant as a developmental stage. Formative evaluation information will be directed to the Coordinator and Steering Committee. Summative evaluation information will, after being available to the Coordinator and Steering Committee, be made public and disseminated to major components involved in the program. Through these means, suggested modifications will offer guidance for subsequent program decisions, such as in the setting of priorities, channels of communication, altered responsibilities.

Operational Objective E: To establish and maintain connections with district, regional and national CE efforts.

Such connections offer the possibility of exchanging applicable ideas, resources and programs on a broader than local basis. Through such connections those who guide the Florida CE efforts will gain from and contribute to national and regional CE, as well as keeping alert to what promises to be a rapidly changing world particularly in relation to the delivery of CE through telecommunications.

Linkages: Needs and Resources

Overall Objective 2: Adequate linkages will provide connection and coordination between individuals and groups needing CE and the existing learning resources.

Operational Objective A: To identify current and future CE needs of library and media personnel, including trustees.

The first, and perhaps the easiest activity to accomplish this is the wider dissemination of the FLA Needs Assessment Survey results asking that those who receive it comment on its validity at the present time. A second activity is to survey the needs of statewide groups not covered by that survey but included in this plan: paraprofessionals, support staff and trustees. In each of these activities, the setting of priorities among the identified needs is essential since those that are most urgent and important will be addressed first in the implementation of the plan.

Then, local and special interest library and media associations develop and implement their strategies for needs assessments of their memberships. These groups are particularly sensitive to member needs and can use the needs information for local planning as well as that information being useful for the CE Coordinator. The Coordinator, in turn, will review and compile patterns found, disseminating that information back to the local level as well as with the statewide associations. The Coordinator can offer some technical assistance on how to conduct needs assessments.